

Secretary's Office
Minutes
Report
Part I. Minutes IV

MINUTES

OF THE

TWENTY-SECOND ANNUAL CONVENTION

OF THE

Ontario Teachers' Association,

HELD IN THE

PUBLIC HALL OF THE EDUCATION DEPARTMENT, TORONTO,

AUGUST 8th, 9th, and 10th, 1882.



TORONTO :

PRINTED AT THE GUARDIAN BOOK PUBLISHING HOUSE, KING STREET EAST.

1882.

Stephenson

Education 12 - P. 14

FACULTY OF TORONTO SCHOOL OF MEDICINE

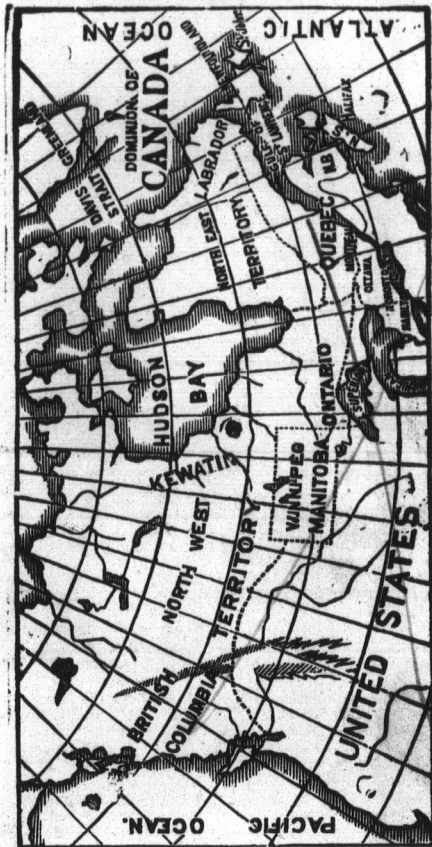
1882-83.

- HENRY H. CROFT, D.C.L., F.L.C., Late Professor of Chemistry and Experimental Philosophy, University College, Emeritus Lecturer on Chemistry.
- WM. T. AIKINS, M.D., LL.D., Consulting Surgeon to the Toronto General Hospital, Surgeon to the Central Prison, Consulting Surgeon to the Children's Hospital, Lecturer on Principles and Practice of Surgery and Clinical Surgery.—282 Jarvis Street.
- H. H. WRIGHT, M.D., L.C.P. & S.U.C., Consulting Physician to Toronto General Hospital and the Children's Hospital, Lecturer on Principles and Practice of Medicine and Clinical Medicine, Secretary of the Faculty.—275 Sherbourne Street.
- J. H. RICHARDSON, M.D., M.R.C.S., Eng., Consulting Surgeon to Toronto General Hospital, and Surgeon to Toronto Gaol, Lecturer on Descriptive Anatomy.—46 St. Joseph Street.
- UZZIEL OGDEN, M.D., Specialist in Midwifery to the Toronto General Hospital, Consulting Surgeon to the Children's Hospital, Physician to the House of Industry, Protestant Orphans Home and Home for Incurables, Lecturer on Midwifery and Diseases of Women and Children.—18 Carlton Street.
- JAMES THORBURN, M.D., Edin. and Toronto Univ., Physician to the Toronto General Hospital and Boys' Home, Consulting Surgeon to the Children's Hospital, Lecturer on Materia Medica and Therapeutics.—Wellington and York Streets.
- M. BARRETT, M.A., M.D., Medical Officer to Upper Canada College, and Lecturer on Physiology, Ontario College of Veterinary Medicine, Lecturer on Physiology.—204 Simcoe Street.
- W. W. OGDEN, M.B., Physician to the Toronto Dispensary, Adjunct Lecturer in Midwifery, and Lecturer on Medical Jurisprudence and Toxicology.—170 Spadina Avenue.
- M. H. AIKINS, B.A., M.B., M.R.C.S., Eng., Adjunct Lecturer on Surgery, and Lecturer on Primary Anatomy.—Burlingthorpe.
- OLDRIGHT, M.A., M.D., Surgeon to the Newsboys' Home, Adjunct Lecturer on Medical Jurisprudence, and Curator of Museum, and Lecturer on Sanitary Science.—50 Duke Street.
- L. McFARLANE, M.B., Surgeon to the Toronto General Hospital, Physician to the Toronto Dispensary and Home for Incurables, Adjunct Lecturer on Anatomy and Demonstrator of Anatomy.—16 Gerrard Street East.
- GEORGE WRIGHT, M.A., M.B., Physician to Toronto General Hospital, Physician to the Toronto Dispensary, to the Children's Hospital and Home for Incurables, Adjunct Lecturer on Materia Medica and Therapeutics, Demonstrator of Anatomy.—243 Simcoe Street.
- R. ZIMMERMAN, M.D., L.R.C.P., Lond., Pathologist to the Toronto General Hospital, Physician to the Toronto Dispensary, Physician to the Children's Hospital, Physician to the Home for Incurables, Demonstrator of Microscopical Anatomy.
- J. E. GRAHAM, M.D., L.R.C.P., Lond., Physician to the Toronto General Hospital, Adjunct Lecturer on Practice of Medicine, and Lecturer on Clinical Medicine and Dermatology.—66 Gerrard Street East.
- R. A. REEVE, B.A., M.D., Ophthalmic Surgeon to the Toronto General Hospital and Children's Hospital, Lecturer on Diseases of the Eye and Ear.—22 Shuter Street.
- THOS. HEYS, Lecturer on Chemistry and Pharmacy for the Pharmaceutical Society, Lecturer on Chemistry, Theoretical and Practical.—42 Duke Street.
- HENRY MONTGOMERY, M.A., B.Sc., Science Master in Toronto Collegiate Institute, Lecturer on Botany and Zoology.
- A. H. WRIGHT, B.A., M.R.C.S., Eng., Physician to Toronto General Hospital, the Toronto Dispensary, the Children's Hospital, Adjunct Lecturer on Physiology, Demonstrator of Normal and Pathological Histology.—20 Gerrard Street East.
- JOHN FERGUSON, B.A., M.B., L.F.P.S., Glasgow, Assistant Demonstrator of Anatomy, 338 Spadina Avenue.

Clinical Lectures will be given at the General Hospital by Dr. H. H. Wright, Dr. Aikins, Dr. Richardson, Dr. Thorburn, Dr. Graham, Dr. Reeve, Dr. U. Ogden, and Dr. McFarlane. Clinical instructions will be given at the Toronto Dispensary by Dr. McFarlane, Dr. George Wright, Dr. Zimmerman, and Dr. A. H. Wright.

Janitor of School—Residence on the premises.

WALL MAPS.



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MINUTES

OF THE

TWENTY-SECOND ANNUAL CONVENTION

OF THE

Ontario Teachers' Association,

HELD IN THE

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AUGUST 8th, 9th, and 10th, 1882.



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INDEX.

	PAGE
Officers	4
Minutes of the Convention	5
Minutes of Public School Section	16
Minutes of High School Section	20
Minutes of Public School Inspectors' Section	26
President's Address	31
School Hours and Vacations, Mr. F. S. Spence	40
Current Questions in Education, Prof. Goldwin Smith, D.C.L.	46
Inductive and Deductive Methods in Education, Prof. McVicar, Ph. D., LL.D.	50

OFFICERS.

1882-1883.

President :

ARCHIBALD McMURCHY, TORONTO.

Vice-Presidents :

GEO H. ROBINSON, WM. RANNIE, JOHN DEARNESS.

Recording Secretary :

ROBERT W. DOAN, TORONTO.

Corresponding Secretary :

ADAM PURSLOW, PORT HOPE.

Treasurer :

W. J. HENDRY, YORKVILLE.

Executive Committee :

MESSRS. ALEXANDER,
BARNES,
BRYANT,
CARSON,
CLENDENNING,
HUNTER,
MAXWELL,

MESSRS. McALLISTER,
McKINNON,
McQUEEN,
MILLAR,
MUNRO,
OLIVER,
POWELL.

Teachers Associations -
Proceedings of 1882

MINUTES

TWENTY-SECOND ANNUAL CONVENTION

Ontario Teachers' Association, 1882

HELD IN THE

PUBLIC HALL OF THE EDUCATION DEPARTMENT, TORONTO.

Extract from the Proceedings of Convention held
On the 8th, 9th, and 10th August, 1882.

Tuesday, August 8th, 1882.

The Convention met at 11 a.m.

The President, Mr. A. McMurchy, in the chair.

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

Moved by Mr. F. S. Spence, seconded by Mr. Duncan, That as the Minutes of last Convention have been printed and placed with the members, they be considered as read and adopted.—Carried.

Mr. R. W. Doan moved, seconded by Mr. J. L. Hughes, That Mr. Parlow be appointed Min. Sec.—Carried.

Communications were read from the Hon. A. Crooks, in reference to Superannuation Fund, and from Messrs. Somerset and R. Lewis, regretting their inability to be present at the Convention.

On motion of Mr. W. Rannie, seconded by Mr. J. Campbell, the communication of Hon. Mr. Crooks, was referred to the Legislative Committee.

The Treasurer, Mr. F. S. Spence, presented his Annual Report.

Moved by Mr. Hughes, seconded by Mr. J. Campbell, That the Report be received and referred to a committee to be appointed by the President.—*Carried.*

The Convention adjourned.

AFTERNOON SESSION.

The Convention assembled at 2.10.

The President in the chair.

The Minutes of the forenoon session were read and confirmed.

The President appointed Messrs. R. Alexander, E. Scarlett, and J. A. Clarke, a committee to audit the Treasurer's Report.

Mr. Hughes reported verbally the action of the Legislative Committee, and expressed the intention of that Committee to report more fully at a later stage.

Mr. Spence having been introduced to the Association, delivered an address on "School Hours and Vacations."

After a discussion, in which Messrs. Ferguson, Hughes, and Clendenning took part, it was

Moved by Mr. Scarlett, seconded by Mr. Knight, and carried, That a cordial vote of thanks be presented to Mr. Spence for his valuable address.

Mr. Hughes moved, seconded by Mr. Michell, That in the

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Resolutions

MINUTES.

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opinion of the Association, Trustee Boards should have no option as to the length of the school vacations during the year, but that they should be allowed, in conjunction with the Public School Inspectors, to decide at what period that portion of the holidays regarding which an option is at present allowed, should be granted in their several sections.

It was moved, in amendment, by Mr. A. Campbell, seconded by Mr. McIntosh, That all the words in the original motion after "That in the opinion of the Association," be struck out, and the following substituted, "the clause granting an option of opening Public Schools on the 3rd August should be repealed."

In amendment to the amendment, moved by Mr. Donovan, seconded by Mr. Scarlett, That the clause granting an option of opening Public Schools on the 3rd August should be repealed; that the vacations should begin and close on a Saturday.

Remarks on the several proposals were made by Messrs. Michell, J. Campbell, Clendenning, Maxwell, Johnston, Hughes, Powell, Wilkins, A. Campbell, Fotheringham, Welch, Donovan, Spence, McIntosh, Carson, Alexander, Forrest, Suddaby, McQueen, and Munroe.

Mr. Campbell's amendment was carried.

Mr. Clendenning moved, seconded by Mr. Powell, That the present provision of the School Law entitling the teacher to salary for the vacation immediately following his term of service, be repealed, and that each teacher be remunerated according to the number of days he has served compared with the total number of teaching days in the whole year.

A point of order being raised, it was moved by Mr. McAllister, seconded by Mr. J. Campbell, That the motion of Mr. Clendenning be admitted for consideration—
Carried.

After the motion was discussed by Messrs Johnston, Knight, Carson, Spence, Alexander, Powell, McIntosh, Scarlett, and Maxwell, it was voted upon and declared *lost*.

The Convention adjourned at 4.50.

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EVENING SESSION.

The Convention re-assembled at 8 p.m.

The President in the chair.

The Minutes of the afternoon session were read, and, on motion, confirmed.

The chair having been taken by Vice-President McHenry, the President read his Annual Address.

Mr. Alexander moved, seconded by Mr. Duncan, That the thanks of the Association be presented to the President for the able and instructive address he has delivered.—*Carried*.

It was moved by Mr. Alexander, seconded by Mr. Strang, That the President's address be referred to a committee consisting of Messrs. Millar (St. Thomas), Johnston (Cobourg), and J. H. Smith, to report at this Convention.

The names of the mover and seconder having been added, by desire of the Association, the motion passed.

The Report of Audit Committee was presented :

TORONTO, August 8th, 1882.

The Audit Committee beg leave to report that they have examined the accounts and vouchers of the Treasurer, and find them carefully and correctly kept.

All of which is respectfully submitted.

R. ALEXANDER, }
E. SCARLETT, } *Audit Committee.*
J. A. CLARKE, }

Moved by Mr. Alexander, seconded by Mr. Mitchell, That the Report of the Audit Committee be received and adopted.—*Carried*.

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Reports were received respecting County Associations,
from—

Mr.	Representing	Members.
Fotheringham.....	North York.....	190
" J. H. Smith.....	South Wentworth	65
" G. E. Wightman.....	South Essex.....	80
" Munroe.....	South Perth.....	50
" Jas. Ferguson.....	East Huron.....	120
" O. S. Hicks.....	South Hastings..	100
" T. Girardot.....	North Essex.....	71
" R. Coates.....	Halton.....	50
" Parlow.....	Ottawa.....	70
" Sneath.....	West Huron.....	140
" Michel.....	Lanark.....	100
" Hitchie.....	West Bruce.....	100
" Robt. Grant.....	Welland.....	65
" W. McIntosh.....	North Hastings..	100
" G. D. Lewis.....	Waterloo.....	35
" Forrest.....	South Simcoe....	145
" Mr. Henstridge...	Frontenac.....	
" Petrie.....	{ South Wellington } and Guelph }	120
" J. Darness.....	London.....	113
" Spence.....	Toronto.....	150
" J. Miller.....	Elgin.....	100
" J. S. Carson.....	Middlesex.....	113
" Jas. Bowerman...	{ Lennox and Ad- } dington }	100
" C. K. Newcombe...	East Lambton...	85

The Convention adjourned at 10 o'clock.

Wednesday, August 9th, 1882.

The Convention assembled at 2 p.m.

The President in the chair.

The proceedings opened with reading of Scriptures and prayer, by Rev. C. Worrell.

The Minutes of previous session were read and confirmed.

Resolved
 Moved by Mr. Hughes, seconded by Mr. J. A. Clarke, That Messrs. Fotheringham, Johnston, (Belleville) Duncan, Alexander, Miller, (St. Thomas) and McHenry, be a committee to prepare a suitable resolution expressing the views of this Association regarding the death of the late Dr. Ryerson, and that the resolution be engrossed and forwarded to the family of the deceased gentleman.—*Carried.*

det
 Mr. Powell gave notice that he would move, seconded by Mr. D. F. Ritchie, That in the opinion of this Association it would be advisable for the Minister of Education to appoint professional-examiners to read the papers of all candidates for entrance to High Schools, Intermediate Certificates, and also Second and Third-class Teachers' Certificates.

An address on "How to Make Teachers' Associations More Useful," was delivered by Mr. G. W. Ross, M.P.

In the discussion which followed, Messrs. Clendenning, Brebner, Donovan, Powell, Johnston, McIntosh, McKinnon, J. H. Smith, Boyle, and Rev. G. Grant, took part.

It was moved by Mr. Powell, seconded by Mr. Munroe, and carried unanimously, That a vote of thanks be given to Mr. Ross for his excellent address.

Moved by Mr. Smith, seconded by Rev. Mr. Grant, That a committee consisting of Messrs. G. W. Ross, Coates, (Haltont), McKinnon, Hodgins (Stratford), and Robt. Grant (Welland), be appointed to report to-morrow on "How to make Associations more successful."

The motion was amended by adding the name of the mover, and then adopted.

A class of 24 young children (12 of each sex), from the Orphans' Home, was put through a series of musical exercises, by their teacher, Mrs. Riches. They showed a very creditable knowledge of staff notation, both in reading and writing, and sang several songs nicely.

Mr. McAllister moved, seconded by Mr. Knight (Victoria)

That a vote of thanks be presented to the children for the treat given the Association, and to their teacher, Mrs. Riches, for her kindness in drilling the class before the Association.

The motion was adopted by a standing vote.

The Convention then adjourned.

EVENING SESSION.

The Convention re-assembled at 8 p.m.

The President in the chair.

The Minutes of previous session were read and confirmed, on motion of Mr. Knight (Victoria), seconded by Mr. Robt. Grant (Welland).

Principal McCabe was introduced to the Association. He addressed the members on "The School-master Abroad."

Moved by Mr. R. Alexander, seconded by Mr. Unger, That a hearty vote of thanks be presented to Mr. McCabe for his excellent address.

The motion was unanimously adopted.

In the discussion which followed, remarks were made by Messrs. Ross, J. H. Smith, Spence, Coates, and Forrest.

Mr. Miller presented the following report of the Special Committee on the President's Address :

To the President and Members of the Ontario Teachers' Association,—

Your Committee, having had under consideration the President's Address and the suggestions contained therein, beg to report :

(1) That the disadvantages arising from the uncertainty of the teacher's tenure of office in rural schools, are to be deplored ; the remedy suggested in the Address is in accordance with the form of agreement prescribed in Appendix F of the Compendium of the School Law.

(2) That in view of the very great evils which are seen to have resulted in many parts of the United States and other countries from the introduction of politics into educational matters, your Committee

trusts that all true friends of our school system will unite in discountenancing every influence tending in that direction.

(3) That the number of schools opening with religious services is happily on the increase; and, with the object of attaching greater importance, in our High and Public Schools, to good moral training based on Christian principles, your Committee is of the opinion that it is desirable that a suitable selection of Scripture lessons should be incorporated with our Readers, and that the sentiments of the President's Address are strongly endorsed, "that any one who could not reverently, humbly, and lovingly read the Word of God, was not fit for a teacher."

[Signed]

JOHN MILLAR, *Chairman.*

~~The report was received, on motion of Mr. Millar, seconded by Mr. J. H. Smith.~~

~~The several clauses were taken up separately, and adopted, on motion of Mr. Millar, seconded by Mr. J. H. Smith.~~

~~Remarks were made on the several clauses by Messrs. Millar, McAllister, Williams, McIntosh, Donovan, Spence, Fotheringham, McKinnon, Strang, and Johnston.~~

~~A vote of thanks was passed to the Committee, on motion of Mr. McAlister, seconded by Mr. Campbell.~~

~~The Convention adjourned at 10.20 p.m.~~

Thursday, August 10th, 1882.

~~The Convention assembled at 2 p.m.~~

~~The President in the chair.~~

~~A portion of Scripture was read and prayer offered, by Mr. Duncan.~~

~~The Minutes of previous session were read and confirmed.~~

~~The President introduced Prof. Goldwin Smith, who addressed the Association.~~

~~Moved by Mr. A. Campbell, seconded by Mr. R. Alexander, That a hearty vote of thanks be presented to Prof. Goldwin Smith for his interesting and instructive address.~~

~~—Carried unanimously.~~

Mr. Millar presented the Resolution prepared by the Special Committee appointed on Wednesday afternoon :

Resolved, That the death, in the providence of God, of Dr. Ryerson, ex-Superintendent of Education for Ontario, is to the members of the Ontario Teachers' Association a matter of profound regret. His well-nigh irreparable loss reminds us of the eminent services which, for more than half a century, he rendered to our country, beginning at a time when the importance of laying broad and deep, the foundations of a free, enlightened, and prosperous nation occupied the attention of few, and seemed far beyond the reach of any. But, grasping the noble idea, and possessing the breadth and tenacity of purpose, he chose as his life-work the lofty design of giving to our country a unified and harmonious system of free and universal education for the poorest and the richest, the humblest and the highest, which should be surpassed by none, if equalled by any, in the world. How wisely conceived, how nobly achieved, this purpose was, our present system of public, high, and collegiate instruction stands, a lasting and a lofty monument.

To the family of this princely pioneer educationist, we tender our sincerest sympathy in their sad loss, and are happy to believe that their sorrow is alleviated by the consciousness that he has been gathered as a shock of corn, fully ripe, into the garner.

Mr. Millar, seconded by Mr. Dobson, moved, That the Resolution be received and adopted.—*Carried.*

~~Professor McVicar having been introduced, read a paper on the "Inductive and Deductive Methods in Education."~~

~~Mr. Merchant moved, seconded by Mr. Donovan, That a cordial vote of thanks be presented to Mr. McVicar for his able address.—*Carried unanimously.*~~

The Secretary read the Report of the Board of Directors, as follows :

The Board of Directors beg leave to report that they recommend that the following gentlemen be elected to fill the offices of this Association for the ensuing year :

President—MR. ARCHIBALD MCMURCHY,

Vice-Presidents—1. MR. GEO. H. ROBINSON.

2. MR. WM. RANNIE.

3. MR. JOHN DEARNESS.

Recording Secretary—MR. R. W. DOAN.

Corresponding Secretary—MR. A. PURSLOW.

Treasurer—MR. W. J. HENDRY.

All of which is respectfully submitted.

Moved by Mr. Spence, seconded by Mr. Duncan, That the Report of the Directors be received and adopted.—*Carried unanimously.*

It was moved by J. Donovan, seconded by Mr. McIntosh, That the topics for discussion at the annual meetings of this Association be prepared and printed as early as possible in the year, and that a copy be sent to each local association not later than the 1st of March, in order that the teachers of the Province may express their opinions on any proposed changes in the School Law and Regulations.—*Carried.*

A brief summary of proceedings of the Public School and High Schools' Section, were read by the respective Secretaries

The Convention adjourned at 4.15 p.m.

EVENING SESSION.

The Convention assembled at 8 p.m.

The President in the chair.

The Minutes of previous session were read and confirmed.

The President introduced to the Association Mr. Howland, who addressed the members on the subject, "Temperance in Public Schools."

Moved by Mr. Bryant, seconded by Mr. Spence, That a cordial vote of thanks be given by this Association to Mr. Howland for the excellent address we have listened to.—*Carried.*

On motion of Mr. Spence, seconded by Mr. Bryant, That in view of the appalling extent of the evils of intemperance, and the special dangers and temptations to which young people of the present day are exposed, this Association earnestly urges upon all the teachers of the Province the duty of persistently and carefully impressing upon

their pupils the stern facts of science in relation to the physiological effects of alcohol, and the advantages of absolutely securing themselves, by, as far as they possibly can, habits of true temperance, from the awful moral and physical degradation to which the drinking customs of to-day so often lead.—*Carried.*

Messrs. Millar, Spence, Bryant, Alexander, Strang, and J. Campbell, briefly spoke to the question.

Mr. Maxwell read a brief summary of the work accomplished in the Public School Inspectors' Section.

The motion of which Mr. Powell had given notice, was, with his consent, laid over.

Moved by Mr. Alexander, seconded by Mr. Duncan, That the thanks of this Association be tendered to the daily newspapers for publishing each day very full and accurate reports of the meetings; to the Grand Trunk, Great Western, Credit Valley, Midland, and Canada Southern Railways, for the reduced passenger rates allowed to members in attendance here, and to the Minister of Education for his kindness in allowing the Association the use of the rooms in the Education Department.—*Carried.*

Moved by Mr. McAllister, seconded by Mr. Munroe, That a hearty vote of thanks be and is hereby tendered to Mr. F. S. Spence for his valuable services during the last four years as Treasurer.—*Carried.*

Mr. Alexander moved, seconded by Mr. McAllister, That the Executive be asked to instruct the Secretary of each Section to collect the fees due from each member of the Section.—*Carried.*

After singing the National Anthem, the President declared the Convention closed.

PUBLIC SCHOOL SECTION.

THEATRE, NORMAL SCHOOL, TORONTO,

August 8th, 1882.

The first meeting of the Public School Section of the Provincial Teachers' Association was held in the Theatre of the Normal School this morning, beginning at 11.50.

The Secretary stated that the Chairman of the Section was unable to be present, being away on account of ill-health. Mr. W. J. Hendry, of Yorkville, was chosen to preside over the meeting.

On motion, the Minutes of the Section, having been printed, were to be considered as read.

Mr. J. Duncan moved, and Mr. Campbell seconded, That a committee consisting of Messrs. Doan, Rannie, and Hendry obtain another room for the meeting of the Section.—*Lost.*

After some conversation in regard to the arrangement of the work of the Section, and settling that the subjects be taken up in the order published in the programme, unless found advisable to take some other order, the Section adjourned, to meet again at 9 a.m. to-morrow.

August 9th, 1882.

Section met at 9 a.m. Mr. Hendry in the chair.

Mr. Robt. McQueen read a portion of Scripture and engaged in prayer.

The Minutes of the previous meeting were read and approved.

Resolution

MINUTES.

17

Mr. R. W. Doan read Mr. Lewis' paper on Semi-annual Examinations.

Mr. Richie moved, and Mr. Munro seconded, a vote of thanks to Mr. Lewis for his address, which was carried, and Mr. Doan was instructed to convey the same to Mr. Lewis.

An animated discussion ensued, by Messrs. Campbell, Alexander, Rannie, McMaster, Donovan, Sneath, Grant, Willis, Barber, A. L. Leitch, Duncan, Suddaby, and nearly all the members present.

Several motions were proposed, when it was finally agreed that the movers and seconders of the several motions be a committee to draft a new motion, which was ~~shortly after presented and carried. The motion was as follows: Moved by Mr. M. P. McMaster, and seconded by Mr. A. Barber. That oral examinations on public examination days are a benefit in our Public Schools; but that they should not partake of the nature of exhibitions which have no educative value, and should be confined to the work gone over during the term.—Carried.~~

It was then arranged that Revision of the Programme be to-morrow's work, and in the meantime Messrs. Duncan, McAllister, and McQueen be a committee to examine the Programme and bring in a report.

At 11.20 Mr. McAllister spoke on the subject of Granting Higher Certificates to thoroughly successful teachers of long standing in the profession.

Mr. Sneath moved, and Mr. David Johnson seconded, a vote of thanks to Mr. McAllister for his able and instructive address.—*Carried.*

~~A very spirited discussion ensued, when Mr. R. Alexander moved, and Mr. Levi Clark seconded, That in the opinion of this Section, after a teacher has obtained any class of a certificate he shall, after five years' successful teaching from the time of obtaining his certificate, be entitled to have his~~

certificate raised one grade; and on a further service of three years' successful teaching, be entitled to have his certificate raised another grade; but every teacher must pass from class to class by examination.—*Carried.*

August 10th, 1882.

Section met at 9 a.m., Mr. Hendry presiding. Minutes of the previous meeting were read and adopted.

Mr. Duncan read the report of the committee appointed to examine the recently-issued Programme of Studies for Public Schools. On motion the report was received and the Section went into Committee of the Whole, Mr. Duncan in the chair. The Programme was under consideration till eleven o'clock, when the election of officers for the following year was proceeded with. The following were elected:

Chairman	W. RANNIE	Newmarket.
Secretary	F. C. POWELL	Kincardine.
Committee of Man- agement	SAMUEL McALLISTER	Toronto.
	JOHN MUNRO	Ottawa.
	ROBERT ALEXANDER	Galt.
	ROBERT McQUEEN	Kirkwall.
	JOS. S. CARSON	Strathroy.
Legislative Committee	R. W. DOAN	Toronto.
	JAMES DUNCAN	Windsor.
	E. D. PARLOW	Ottawa.

Messrs. Willis, Donovan, McMaster, and Leach were appointed a committee to enquire into and report on Mr. Blue's circular to-morrow morning.

The subjects of the High School Entrance Examination, and Revision of Text Books, were laid over for consideration next year.

Mr. Parlow moved, and Mr. Miller seconded, That Revision of the Programme be proceeded with to-morrow morning at 8 o'clock.—*Carried.*

A vote of thanks was then tendered to the retiring officers for their past services, and also to Mr. Hendry for his able services as chairman during the present and previous sessions.

Section then adjourned, to meet to-morrow morning at 8 o'clock.

Friday, August 11th, 1882.

Section met at 8 a.m. After long and careful consideration of the Programme of Studies, and the introduction of various amendments,

Mr. Alexander moved, and Mr. Parlow seconded, That the amended report of the committee on the Regulations be adopted.—*Carried.*

The report was as follows :

1. Clause. That in reference to the power conferred upon Public School Boards to make changes in the course of study, this Association approves of the principle embodied therein, but would respectfully recommend that no option be permitted in the subjects of Reading, Spelling, Writing, Arithmetic, Drawing, Geography, Grammar and Composition, History, Temperance and Hygiene, Algebra, Geometry, and Mensuration ; and that in case of difference between the Teacher and Trustees upon any proposed changes, the Inspector should be appealed to for his decision.

Mr. Campbell moved, and Mr. Alexander seconded, That as the printed Regulations have been so short a time before the Public-School Section for their consideration, they do not feel that a properly-matured opinion on the general question of the influence of the amended Programme of Study in this sitting can be arrived at.—*Carried.*

Moved by Mr. Parlow, seconded by Mr. Sneath, That the Executive Committee be requested to send a copy of the Minutes of the Association as soon as printed to each member of this Association.—*Carried.*

Mr. Alexander moved, and Mr. Miller seconded, That the Minister of Education be respectfully requested to hold the new Regulations in abeyance for one year, so that the teachers of the country may more fully discuss them.—
Carried.

Adjournment moved by Mr. Powell, seconded by Mr. Campbell.

W. RANNIE,
Secretary.

MINUTES OF HIGH-SCHOOL MASTERS' SECTION,
ONTARIO TEACHERS' ASSOCIATION,
TORONTO, AUGUST, 1882.

Tuesday, August 8th, 1882.

The members met in the Minister's Room at 11.45 a.m., Tuesday, August 8th. The Chairman, Mr. McHenry, Principal Cobourg Collegiate Institute, in the Chair.

Moved by Mr. McMurchy, second by Mr. Millar; That Mr. G. H. Robinson be appointed Secretary.—*Carried.*

Mr. J. Millar was introduced, and addressed the Section on "The Relation of the High School to the University."

The hour of adjournment, 12 a.m., having arrived, it was on motion agreed to adjourn until 9 a.m., Wednesday.

Members present: Messrs. McHenry, McMurchy, Bryant, Hunter, Miller, (Bowmanville), Miller, (St. Thomas), Worrell, Smith, Petch, Dr. Forrest, McIntosh, Robinson.

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High School Masters' Section
MINUTES

Wednesday, August 9th, 1882.

The High-School Section met pursuant to adjournment at 9 a.m., in the Minister's Room.

Mr. McHenry in the Chair.

Minutes of Tuesday's meeting were read and confirmed.

The discussion upon the "Relation of the High School to the University," was resumed.

Mr. Strang condemned the character of certain examination papers of Toronto University.

Mr. McMurchy, High School Masters' Representative Senate, Toronto University, gave some explanations respecting the method of appointing Examiners and the power and duties of Examiners at the Toronto University.

Mr. Merchant spoke in reference to the clashing of Departmental and University examinations.

A conversation ensued respecting the time of holding examinations in which, Messrs. McMurchy, Robinson, Bryant, and others took part.

It was moved by Mr. F. W. Merchant, and seconded by Mr. J. A. Clark, That this High-School Section call the attention of the Minister of Education to the fact that the Intermediate is generally concurrent with the Pass and Honour Examinations of Toronto University Junior Matriculation, and Women's Local Examinations, and it is the opinion of this Section that it would be better otherwise as there are a great many High School students who wish to try both examinations.—Carried.

It was moved by Mr. J. Miller, seconded by Dr. Forrest, That the attention of the University Senate be called to the desirability of extending the system of Local Examinations for Ladies, so as to include male students for Matriculation with Honours.

After discussion it was decided to defer further consideration of this matter until next year.

The discussion started by Mr. Miller respecting University examiners and examinations was continued, Messrs. Bryant, Olliver, and Clark taking part.

It was moved by Mr. Bryant, and seconded by Mr. Petch, That a Committee consisting of Messrs. Robinson, Strang, Millar, (St. Thomas) Olliver, and the mover, be appointed to prepare a Resolution concerning the advisability of the University issuing more specific instructions to its examiners for Junior and Senior Matriculation, in regard to the manner in which examination papers are to be set and values assigned; such Resolution to be submitted to this Section at to-morrow's session.—*Carried.*

etc
Mr. G. H. Robinson, Principal of Whitby Collegiate Institute, read a paper on "The Proposed Changes in the Intermediate."

A discussion followed in which Messrs. Clark, Williams, Millar, (St. Thomas) McMurchy, Ellis, Bryant, Strang, Griffin, Grant, Hunter, Merchant, Olliver, Dr. Forrest, and others took part.

It was moved by Mr. Robinson, and seconded by Mr. Clark, That Messrs. McMurchy, McHenry, Strang, Bryant, Knight, Hunter, and the mover be a Committee to embody the suggestions of the High School Masters respecting the Intermediate and High School curriculum in a Report, and to report to this Section at its next meeting.—*Carried.*

A communication from the Minister of Education, in reference to misapprehensions that had arisen respecting the force of certain recent Regulations *re* High School Assistant Masters was received and read.

On motion the Section adjourned to meet in the same place, on Thursday, at 9 a.m.

Members present at this session: Messrs. McHenry,

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McMurchy, Knight, Strang, Millar, (St. Thomas) Miller,
 (Bowmanville) Bryant, Petch, Clark, Dr. Forrest,
 Williams, Hunter, Robinson, Morgan, Smith, Hunter,
 (Barrie) Olliver, Worrell, Wightman, Ellis, Sinclair,
 Grant.

Thursday, August 10th, 1882.

The Section met pursuant to adjournment.

Minutes of Wednesday's session read and confirmed.

It was moved by Mr. J. Miller, and seconded by Mr. Hunter, That a Committee consisting of Messrs. Carscadden, Grant, Williams, and the mover be requested to frame a Resolution respecting the death of S. A. Marling, M.A. Inspector of High Schools.—*Carried unanimously.*

Mr. Knight presented the Report of the special Committee on the Intermediate and High-School curriculum.

On motion the Report was received and read.

On the motion duly seconded to adopt the Report a discussion arose in which Messrs. McMurchy, Grant, Olliver, Clark, Williams, Strang, Bryant, Robinson, Miller, and Dr. Forrest took part.

It was moved by Mr. Olliver, seconded by Mr. Williams, That the Report be laid on the table.

~~It was moved by Mr. Strang, seconded by Mr. Clark, that the Report as received be amended as follows:— That in view of the short time the new Regulations have been before Masters for consideration your Committee do not feel disposed to express a properly matured opinion on the general question of the influence of the amended programme of study in the secondary schools, but at the same time would beg to report the following Resolution:— That the Secretary be authorized to communicate with~~

Resolved

the Minister and represent to him that in the opinion of this Section, in the Intermediate programme, History and Geography should be removed from the optional to the obligatory list, and that inasmuch as it will be difficult for the present for schools to provide properly qualified teachers in Drawing, that Drawing be included in 7 (e) so as to read: "Any two of the following form: French, German, Music, and Drawing." One of which should be French or German, and that the clause numbered 2 (2) on page 19 be amended in harmony with the foregoing.—
Carried.

Mr. Knight, Principal of Kingston Collegiate Institute, read a paper on Legislative aid to secondary education.

A discussion followed in which Messrs. Hunter, Grant, Williams, Miller, Bryant, McMurchy, Olliver, Ellis, Petch, Robinson, Dr. Forrest, Wightman, Carscadden, Dobson, and others took part.

It was moved by Mr. Bryant, and seconded by Mr. Strang, That inasmuch as the proposed scheme will bear hardly upon the smaller schools, and also upon many of the larger schools, which have been doing work worthy of Government aid, therefore, the High School Section would respectfully recommend that the Minister of Education should modify his proposed scheme as follows:—

- (1) Every High School to receive a fixed grant of \$500.
- (2) Every High School employing two (2) teachers to receive in addition 25% of excess of salaries above \$1,500 to \$2,000, *i.e.*, \$125 for maximum allowance under this head.
- (3) In addition every High School employing three (3) teachers to receive 40% of excess of salaries above \$2,000 up to \$4,500, *i.e.*, \$1,000 as a maximum under this head.
- (4) Every Collegiate Institute to receive a fixed grant of \$500.
- (5) In addition every Collegiate Institute to receive 20% of salaries in excess of \$5,000 up to \$6,250, *i.e.*, \$250 as a maximum grant under this head.

Furthermore, that if the Minister cannot see his way to

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the adopting of this scheme, the Section is of opinion that it should be adopted in spirit, so that the grant should be distributed in recognition of the claims of the smaller schools, and that the encouragement given by the Government should be continued from the smallest to the largest and best-equipped schools.—*Carried.*

Messrs. Williams, Hunter and Bryant were appointed a committee to wait upon the Minister, and lay before him the views of the Section as embodied in the Resolution.

Mr. Bryant presented the Report of the Special Committee on University examinations.

Report received and adopted.

Mr. McHenry, the Chairman having been summoned to attend a meeting of the Executive Committee, on motion Mr. Williams, Principal Collingwood Collegiate Institute, was appointed Chairman, *pro tem.*

Mr. Carscadden presented the Report of the Committee appointed to draft a resolution respecting the death of S. A. Marling, M.A., Inspector of High Schools.

Report received and read.

On motion of Mr. Carscadden, seconded by Mr. Miller, the Report as read was adopted, and the Secretary was instructed to send a copy to Mrs. Marling.

A conversation arose respecting the proposed changes in qualification of Assistant Masters in High Schools. No resolution was offered; the sense of the session seemed to be that a change from the old method was necessary, but that the proposed regulations were too stringent.

Moved by Mr. Strang, seconded by Mr. Miller that the Executive Committee for the next year be composed of Messrs. Robinson, Bryant, Olliver, Hunter, and Inspector Deerness, and that the Legislative Committee be composed of Messrs. McHenry, Purslow, and McMurchy.—*Carried.*

On motion the Section adjourned *sine die.*

~~MINUTES OF PUBLIC SCHOOL INSPECTORS' SECTION OF THE ONTARIO TEACHERS' ASSOCIATION.~~

Tuesday, August 8th, 1882.

The Section met in Dr. Davies' private room, in the Normal School building, at 11.30 a.m.

Present—J. S. Carson, Chairman; Messrs. Greer, Clendenning, Summerby, Smith, Barnes, Knight, Scarlett, Hughes, and Maxwell.

Resolved, that the Minutes of last session, as printed, be adopted.

Mr. Carson introduced the subject, "How to make Teachers' Associations more useful." After some discussion, it was resolved to adjourn until 9 o'clock a.m., Wednesday, when the discussion should be resumed.

Wednesday, August 9th, 1882.

The Section met at 9 a.m., as per adjournment. Present—J. S. Carson, Chairman; Messrs. McIntosh, Dearness, Greer, Harrison, McKinnon, Knight, Barnes, Fotheringham, Scarlett, Maxwell, Clendenning, Brebner, Clapp, Gordon, Ross, Craig, Girardot, Summerby, Michell, Hughes, Smith, Johnson, and Campbell.

Resolved, That a Committee consisting of Messrs. Dearness, Smith, and Brebner be appointed to draw up a resolution embodying the views of the Inspectors concerning the above subject, and to report to this Association on Thursday morning.

Mr. McKinnon introduced the subject, "Uniform Promotion Examinations." After considerable discussion, it was

resolved that the discussion should be continued on Thursday morning.

Resolved, That the Secretary's account be handed to the Treasurer for payment.

Resolved, That Messrs. Carson, Scarlett, and Barnes be a Committee to report on methods of distributing the School Fund to rural Schools.

Thursday, August 10th, 1882.

Section met at 8 o'clock a.m. Present—J. S. Carson, Chairman; Messrs. Knight, Greer, Little, McKinnon, Gordon, Burrows, Brebner, Clapp, Clendenning, Barnes, Harrison, Girardot, Maxwell, McKee, Johnson, Dearness, Fotheringham, McFall, Scarlett, Michell, Craig, Smith, Summerby, and Campbell.

Minutes of previous meetings were read and confirmed.

Mr. Carson resumed the discussion on Promotion Examinations.

Resolved, That in view of the full and helpful discussion on Uniform Promotion Examinations, this Section, on the whole, feels that these examinations are well calculated to help the systematic and uniform education of the public school children, and should be adopted generally, avoiding, however, the danger of making success at them, instead of the development of the intellect and character of the children, the great end and aim of teaching.

OFFICERS ELECTED.

Chairman	JOHN DEARNESS	London.
Secretary	D. A. MAXWELL	Amherstburg.
	MILLER	St. Thomas.
Directors	BARNES	Forest.
	MCKINNON	Brampton.
	CLENDENNING	Walkerton.
	J. L. HUGHES	Toronto.
Legislative Committee	R. LITTLE	Acton.
	D. FOTHERINGHAM	Aurora.

The subject of "Public School Programme" was then discussed.

Resolved, That in the opinion of this Section the subjects—Reading, Spelling, Writing, Arithmetic, Grammar, Composition, and Geography should be made compulsory in all public schools.—*Carried unanimously.*

Resolved, That in the opinion of this Section, the recent regulation of the Education Department, giving local Boards of Trustees power to determine what shall, and what shall not be taught in the public schools, will have a very injurious influence on these schools, and should be rescinded.

Resolved, That the School Fund should be apportioned by the Inspectors, who should notify the treasurers and trustees of the amounts apportioned to the respective school sections, and that the treasurer be then empowered to pay these respective amounts on the order of the trustees.

Mr. Carson presented the report of the Committee on the Distribution of the School Fund in Rural Sections.

It was resolved that the report be received, and that the subject of the "Basis of Distribution of the School Fund" be placed on the programme for the next meeting of this Section of the Association.

The following report on Teachers' Association was received and adopted:—

I. In order to secure a full and regular attendance at these Association Meetings,

(a) The programme should be made interesting and eminently practical.

(b) That Inspectors should use every suitable opportunity, in meeting with trustees and teachers, to impress the usefulness of these meetings on those who attend them, and to urge on the teachers their duty to themselves and their profession, in contributing to the work of these meetings.

(c) That some means should be adopted to bring the absence of the teachers from the regular meetings of the Association to the knowledge of the trustees.

(d) That periodicals or books, on professional work, should be supplied to the members, in whole or in part, from the funds of the Association.

(e) That in counties where a central point is not easily reached, a County Convention should be held once a year, and a local Convention, in each township, once a year.

II. Also in regard to the programme.

(a) The non-professional part should be subordinated to the professional.

(b) It is desirable that classes of pupils from the public schools should be brought to the meeting, for the purpose of practical illustration of methods of teaching; where this is impossible, a good alternative is to form classes of the teachers in attendance.

(c) The Association should provide means for assisting members in their individual difficulties by opening a question drawer. The interest seems to be best maintained when questions are admitted up to the end of the first day of the Convention, and answered at some time on the second day.

(d) That if Inspectors would aid each other, both by their personal assistance and by recommending those teachers who have shown their fitness for discussing certain subjects, a conductor of institutes would not be required.

Resolved, That, in the opinion of this Section, it is advisable that the Professional Examination of Third-Class Teachers should be uniform throughout the Province, and that the questions should be prepared by a Committee of Public-School Inspectors.

Resolved, That whereas frequent changes in the school law and regulations are found to have an unsettling and injurious effect upon our Public Schools, this Section would respectfully suggest that the proposed changes should be published one year before their adoption, thus affording an opportunity to County Councils, School Boards, Inspectors, and Teachers to express their views as to the probable practical effect of such proposed changes, and thus secure greater efficiency and permanency in our legislation.

TREASURER'S STATEMENT FOR 1881-2.

RECEIPTS.

Balance from last year	\$183 76
Sale of Minutes	60 73
Advts. in "	23 00
Members' fees	37 50
Government Grant	200 00
Interest	7 55
	\$512 54

DISBURSEMENTS.

Publishing Minutes	\$100 20
Expenses of Convention, 1881	21 45
" of Legislative and Executive Committees ..	39 35
Printing account	22 05
Postage and Sundries	13 38
Balance on hand	316 11
	\$512 54

PAPERS

READ BEFORE

THE ONTARIO TEACHERS' ASSOCIATION,

1882.

PRESIDENT MACMURCHY'S ADDRESS.

LADIES AND GENTLEMEN,—

For some years I have been observing the objections made in reference to the administration of the school laws in English-speaking communities, as well as the changes and modifications effected, to secure a more efficient and harmonious working of the various school systems in these different countries. The purpose was two-fold : To ascertain the opinions of the practical educators of each country as to the efficiency of the school laws, and to discover in how far their administration was adequate to supply the educational wants of these widely separated nationalities. Thus should I, I thought, be enabled to aid in perfecting our own school system, so that my experience of it, both as regards its excellences and defects, might be enlarged and corrected by that of other labourers in the same field. For comparison the following statistics are given :—

SCOTLAND (1881).—Number of schools, 3,074, inspected ; number of certificated teachers, 5,544, with a large number of pupil-teachers ; number of scholars on the roll, 545,982 ; number in average attendance, 406,966. The grant from Government amounted to £454,997. Total expenditure, £862,774.

IRELAND (1880).—Number of schools, 7,590 ; number of certificated elementary teachers, 10,674 ; number of scholars on the roll, 1,083,020 ; average attendance, 468,557 ; divided according to religious persuasion, 79 per cent. belonged to the Roman Catholic Church, 9.4 to the Episcopal, 10.7 to the Presbyterian, and .9 to other churches. The grant from Government was £597,481. Total expenditure, £737,631.

ENGLAND AND WALES (1881).—Number of schools, 18,062, inspected ; number of certificated teachers, 33,562, with a large number of assist-

ants and pupil-teachers ; number of scholars on roll, 4,045,642 ; average attendance, 2,863,535. The grant from Government was £2,614,883. Total expenditure, £5,336,978.

SCOTLAND.

Though something had been done for the education of the people in Scotland prior to 1561, even to the extent of compelling barons and the more substantial yeomanry to send their eldest sons and heirs from the ages of six to nine to school till competently founded in Latin, and to a school of arts and law for three years longer, in order that justice might be better administered throughout the kingdom, yet it was only when the renowned John Knox and his associates were so far successful as to induce the Parliament to make a memorable provision for public education, that the real beginning of an effective and comprehensive system of popular education was made. It is chiefly among the clergy that we find anything like proficiency in literature and the arts in Scotland, as in other countries of Europe, to nearly the end of the sixteenth century ; and this fact accounts for the education of the people being put under their management and control. At the date above referred to (1551) the Scottish Parliament, at the instance of the Reformers, passed an Act containing the enlightened and wise provision that schools were to be established in every parish, colleges (grammar schools) in every notable town, and universities in cities. There were universities already at St. Andrews, Glasgow, and Aberdeen. The troublous state of the country then and for some time after made this statute almost a dead letter. The next decided step in advance was taken in the reign of Charles I., 1642, when an Act was passed ordaining that Presbyteries should see that every parish had a school where children were to be "bred in writing, reading, and the grounds of religion." And finally, in 1803, another Act was passed dealing with salaries (a fixed minimum salary was an integral part of the system), depriving school-masters of the right of appeal to the superior courts, ordering that each master should have a house (not more than two rooms), and placing the schools and masters under the entire management of the Presbyteries, and of those heritors whose yearly rental exceeded £100. Previous to this all heritors had a voice in the management of the schools.

Such in its essential features was the famous parish-school system of Scotland, of which one writer says, that "it laid the foundation of Scotland's proudest distinction, and proved the great source of her subsequent prosperity." And, it is owing, not indeed solely, but principally, to the national system of education that Scotland, as Lord Macaulay remarks, "in spite of the barrenness of her soil and the severity of her climate, has made such progress in agriculture, in manufactures, in commerce, in

letters, in all that constitutes civilization, as the Old World has never seen equalled, and as the New World has scarcely seen surpassed."

IRELAND.

Against the several Acts passed relating to the education of the people of Ireland, beginning with 28 Henry VIII., the accusation has been made, and persistently maintained by the Roman Catholic Church, that their scope and aim was to withdraw the school children from the Romish Church, and induce them to become members and supporters of the Protestant Churches. It seems there were good grounds for this charge, as we have in the report of the Parliamentary Committee, 1812, this significant recommendation:—"That no scheme of education should be undertaken in Ireland which attempted to influence or disturb the peculiar religious tenets of any sect or denomination of Christians. The commencement of the Irish national system of education dates from 1831. The basis—combined literary and separate religious education—was suggested in a letter from Mr. Stanley (afterwards Lord Derby), Chief Secretary for Ireland, to the Lord Lieutenant. The system was committed to a Board of seven members of different religious opinions. State aid was given on condition that the repairs of the school, the salary of the master, and half the cost of the school-requisites should be locally provided. The policy, as at first announced, was accepted by the Catholics, but strongly opposed by the Episcopal and Presbyterian Churches. In 1839, on account of some explanation made by the Board, the Presbyterians withdrew their opposition to the scheme. By a report issued for the year 1841, it appeared that there were 2,287 schools connected with the national system, in which were taught 281,849 pupils. Shortly after this a strong desire was shown by the Catholic Church to control all schools in which were any of her children. In 1850 one of the Synods made the following declaration:—"The separate education of the Catholic youth is by all means to be preferred to having them taught in the national schools." Notwithstanding that the Board had made several changes, and all with the view of conciliating the Romish Church, such as repeated modifications of the conscience clause, the special regulation in favour of convent schools, the increased proportion accorded to Catholic representation in the Board, which had been increased from two to seven in 1831, five to fourteen in 1851, and ten to twenty in 1861, and the endowment of schools under Catholic management in the vicinity of Model Schools, still the Catholic hierarchy is very active in its opposition to the national system. No Catholic dignitary has sat in the Board since 1863. We may quote a few of the regulations:—"School-houses are not to be used as the stated places of divine worship of any religious community, nor for the transaction of any political business, and no emblems of a denominational character

are to be exhibited in them during the hours of united instruction. The patrons and managers of all national schools have the right to permit the Holy Scriptures to be read at the time set apart for religious instruction." Many of you, I doubt not, remember the decidedly religious character of the Irish series of National School Readers.

Besides the national schools, which are designed, as we have seen, for all denominations, there are many schools under the immediate management of different Churches, such as the Church Education Society, the Diocesan Schools, the Institute of Christian Brothers, etc. The teachers are divided into three classes: first-class males receive from Government £58, third-class £32; females, first-class £48, third-class £25. These salaries are supplemented by result fees, and, generally speaking, the salaries are small as compared with those in either England or Scotland. The National School Teachers' Act, 1875, was designed to supplement the incomes of teachers by granting State aid corresponding to local contributions. A favourable Pension Bill has been passed quite recently, the Government setting apart £1,300,000 for this laudable purpose. The Irish teachers seem to be pretty well satisfied with the general principles of the Bill, and are now seeking to have some of its details changed.

ENGLAND AND WALES.

The attempt to educate the people in England has arisen with the Churches, and a most noteworthy feature of it is its decidedly religious character. Even at the present day the Church of England does far more, in every way, for popular education in England than the State, or in truth than the State and all the other Churches combined. The first vigorous effort to educate the masses was made by Robert Raikes, the reputed founder of Sunday-schools, in 1780 (secular as well as sacred knowledge was communicated in the first Sabbath Schools). Soon after this a controversy arose as to the relative claims of Dr. Bell (Churchman) and Mr. Joseph Lancaster (Quaker) to the monitorial system, leading to the founding of the National School Society (English Church) and the British and Foreign School Society (Dissenter). This controversy caused great activity in educational affairs, many schools being opened in every part of the country: this took place at the beginning of the century—1797, 1803, 1811. The first grant made by the State for popular education was in 1833, and was to be distributed under the management and control of the National Society and the British and Foreign Society above referred to. In 1839 the Government appointed an Educational Committee of the Privy Council, and made a grant of £30,000, the distribution of the money to be guided and controlled by this educational committee. This committee has done eminent service in the cause of education since its appointment. It ascertained the low

standing of learning amongst the people ; it inaugurated a system of inspection, and endeavoured to found training colleges for teachers. It was unsuccessful in the last on account of the religious difficulty, whereupon the Churches undertook the training of teachers, and now there is quite a number of such schools or colleges in all parts of the United Kingdom. An elaborate system of inspection with grants was established in 1846 by the Committee of Council. The training of pupil-teachers, *æ.*, boys and girls over thirteen years of age, by masters in Public Schools, was greatly encouraged. The inspection embraced the entire appearance of the school ; note was taken of discipline and of the success of the pupils ; but especial praise was given when a school seemed to be imparting a good intellectual and moral training.

While Mr. Robert Lowe, (now Lord Sherbrooke), was Vice-president of the Committee of the Privy Council on Education, in 1859, very important changes were made in the mode of inspecting the schools and distributing the Government grant. Mr. Lowe's plan embraced several particulars :—(1) That the Government shall only pay for teaching the three R's ; (2) That each child shall do a certain amount of work each year (standard), and thereon be examined, and for each pass in reading, writing, and arithmetic, the Government was to pay the managers a certain sum. The general effect of this change upon the masters and schools has been most unsatisfactory. The educators of England have been laying, in various ways, before the country the bad consequences directly and indirectly chargeable to this mode of gauging the work done in the schools—payment by results it is called—and though this is so, the Government has not made any alteration to affect the essential element for determining the sum to be paid to each school. The Bills of 1870 (Mr. Foster's), 1873, and 1876, introduced important changes, modified details, and contained the compulsory clause :—“ It is the duty of the parent of every child to cause such child to receive an efficient elementary education.”

Another irritating grievance to teachers in the United Kingdom has been the manner in which the Government deal with the certificates of teachers, but a concession made by the committee last winter, and now part of the school law, will, in the opinion of those concerned, go far to remove the well-founded objections urged by masters.

UNITED STATES OF AMERICA.

I do not deem it necessary to give facts connected with the school system of the United States of America and its developments, for the simple reason that our own is so similar that I would only be repeating what you are all more or less well acquainted with. Therefore, instead of doing so, let me briefly state the complaints of educators—teachers and others, at school conventions and in the public prints—complaints

frequently made and strongly urged :—(1) Frequent change of teachers ; (2) The influence of politics in school affairs ;—(3) The want of moral instruction in the schools. Are not these words familiar to us, and becoming more so daily ? It was with peculiar interest that I noted the objections made against the Public-School system of the United States, because it seemed to me as if we were enabled, as in a glass, to look at our own country some years hence, unless especial care is taken in good time to correct what are allowed to be serious defects in that system, and the results which are showing themselves in the national character of that enterprising people.

Tenure of office by the teacher.—In Great Britain and Ireland the schoolmaster was not engaged by the year, as is the case in Canada or the United States ; but at home he was engaged for an indefinite period, or as it was expressed in Scotland, *Quamdiu se bene gesserit*, so that the teacher in most cases might remain in the same school for years, frequently for life. Since Mr. Foster's Bill became law the master is engaged for an indefinite time, subject to dismissal, on reasonable notice being given by the school managers. The school managers (trustees) claim that they have the power to do this without assigning any cause. Several cases have come before the Superior Courts in Scotland involving this point, and the decisions have been generally in favour of the managers. The Scottish masters complain of this as a hardship, and contend that a master should not be dismissed without cause assigned, and being heard in his own defence ; or before he loses his situation, that the Committee of the Privy Council on Education should send an inspector to report on the case ; or have a statement from both master and school managers for its judgment between the parties. The Committee has refused to act on either of the last two alternatives. Public opinion is somewhat divided on this matter ; but from indications in the public press, and from steps taken in the House of Commons, I would say that the public is largely in favour of the schoolmaster, and that some limit will be put on the dismissal powers of the school managers. Here I take the liberty of inserting the Bill proposed for Scotland, and most likely to become law, managers in several instances petitioning for it :

“ In order to secure that no certificated teacher appointed by, and holding office under, a School Board in Scotland, shall be dismissed from such office without due deliberation on the part of the School Board, the following provisions shall, from and after the passing of this Act, have effect :—

“(1) No resolution of a School Board for the dismissal of a certificated teacher shall be valid, unless adopted at a meeting called not less than three weeks previously, by circular sent to each member, intimating that such dismissal is to be considered, and unless notice of motion

for his dismissal shall have been sent to the teacher not less than three weeks previous to the meeting. Such circulars shall be held to have been delivered to the members of the School Board, if sent by the clerk by post, addressed to the usual or last known place of abode of each member, and such notice to the teacher shall be held to have been delivered if sent by the clerk by post, in a registered letter, addressed to the usual or last known place of abode of such teacher.

"(2) No resolution of a School Board for the dismissal of a certificated teacher shall be valid unless agreed to by a majority of the full number of members of such School Board.

"(4) Notwithstanding anything contained in this Act, it shall be lawful for a School Board summarily to suspend any teacher from the exercise of his duties, but such suspension shall not affect the teacher's right to the salary or other emoluments attached to the office."

How different this is from the mode of engagement on this continent. Here a teacher is hired (!) for half a year or a year; and the understanding is, unless re-engagement follows, that he leaves at the end of his term, be that a month or a year. What waste is caused by frequent changes of teacher! There is loss of time to both master and scholar, often loss of means to the master, and in many cases the country loses permanently the experienced teacher, and in his stead obtains the services of the inexperienced. For these reasons amongst others I take the liberty of recommending that all forms of agreement for second-class certificates and higher grades should be prepared on the supposition that the engagement is to continue for an indefinite period, subject to the condition of being terminable upon giving three months' notice by either trustees or teacher.

Politics in school affairs.—Though many Church schools have been transferred from the control and management of the Churches, both in England and Scotland, such changes frequently involving the retirement of the master, and though, as above stated, several test cases have been before the courts (Scotland) to ascertain the authority of school managers to dismiss masters in certain circumstances, yet not in a single instance have I observed any complaint or the remotest allusion made as to politics having any influence in the matter. In sharp contrast with this state of affairs is what we find on the other side of the great lakes. Every year complaints are made, and becoming louder and more frequent, that political considerations influence very largely both the engagement and dismissal of the school teacher, as well as affect very materially the remuneration received. As a fair specimen of what I have met in my reading time and again during the last few years, the following quotation may suffice:—"In a good many cities, the School Board has been captured by the politicians, who have used the schools to work fat jobs, sprout municipal fathers, and fill the

school-rooms with incompetent favorites of the ward trustee. This petty favouritism is still the curse of the village and country schools everywhere, and like a poisonous malaria, infests the whole system of education with a general debility fatal to effective work." We have, in Canada, nothing approaching this deplorable state of affairs, and that this is so every true teacher will be most thankful. And yet let us not be exalted overmuch. Ours is a young country; the chief superintendency abolished only a few years. Nevertheless, do we not hear now and again a note of discord? then a plain assertion that political influence is interfering with the inspector in the discharge of his official duties? that certain teachers, on account of political connections, are specially regarded?

The question now is frequently asked:—Is it possible for a Minister of the Crown, however learned, upright, and wise he may be, to be free from party entanglements? To this query the answer No rather than Yes is much more frequently given. The remedy is obvious—Return to an arrangement as free as possible from such foreign and perplexing influences as politics inevitably engender.

The third cry, a cry louder, perhaps, than either of those already noted, heard regarding the Public Schools of the United States of America is, that there is no attention paid to direct moral or religious training. The intolerance shown by the people towards any system or schools pretending, without direct moral or religious training, to provide education for their children, must have forced itself upon your notice in the very brief sketch which I have given to the educational work of Great Britain and Ireland. It is true, that in Ireland this religious training is not in the same form, nor is it carried to the same extent, as in England and Scotland. Nevertheless, there also we find special attention given to this important part of education. And this is true not only of the schools under the immediate control and management of the Churches, where, of course, we would expect to find this part of education fully recognised, but also of Board Schools. In these schools not only is time set apart for religious teaching by clergymen of different denominations, but such teaching, almost universally, is given by the master. As evidence of this strong determination on the part of the people, I can cite, perhaps, no better proof than the case of Birmingham, England. In Birmingham they began by having a purely secular form of education. The conviction was, however, soon forced upon them that morality, at least, should be taught. They thereupon introduced a "Text Book on Morals," and the result was, that a year after the Bible itself found its way into the schools. Is there any book on Morals equal to the Bible? Did not the Birmingham people decide wisely? Many of you, I dare say, are acquainted with the admirable provision made by the London (England) School Board for the teaching

of the Scriptures to the hundreds of thousands of children who are in attendance at the schools of the metropolis of the British Empire. In Scotland the most careful provision is made for the encouragement of religious training. The Church of Scotland has in its employ inspectors who, when asked to do so, inspect and report upon the teaching of this subject alone in the Board Schools. Permit me to quote the opinion of three writers, setting forth their estimate of the Scriptures. Macaulay states:—"The sacred books of the Hebrews, books which, considered merely as human compositions are invaluable to the critic, the antiquary, and the philosopher. When we consider what sublime poetry, what curious history, what striking and peculiar views of the divine nature and of the social duties of man are to be found in the Jewish Scriptures, . . . this indifference is astonishing." To the foregoing list of critic, antiquary, philosopher, I take the liberty to add, above all, to the teacher. Froude, the historian, writes:—"The Bible is a literature of itself; the rarest and richest in all departments of thought or imagination which exists." And Prof. Huxley believes that "the maintenance of religious feeling is the most desirable of all things, and that it cannot be maintained without the Bible." What connection, if any, actual knowledge has with religion and morals is a question with which very few people trouble themselves. Most seem to take for granted that if a child only knows how to read, write, and cipher, he is in the sure way, not only of becoming wise, but virtuous. No doubt, by reading he may improve himself, for he may read good books; but, on the other hand, he may do himself much harm, for he may read bad books. Arithmetic and writing have really no necessary connection with morals, nor facts of any kind, except the historic facts which show how the "power which maketh for righteousness" worketh in the affairs of men." You will not understand me as overlooking the fact that the learning of these things may have its moral aspect; for in learning them curiosity and research may be awakened. I am not forgetful of the objections urged against the cause I am advocating—denominational differences and lack of the right teachers. My answer will be very brief. I believe it to be a device of the enemy of human well-being and human progress, this continual holding up of the bugbear of our denominational differences. Are they not the merest trifles in comparison with our essential agreement in religious belief? In regard to the second—lack of the right teachers—I hold that any one who cannot reverently, humbly, and lovingly read the Word of God with his class is not fit to have the teaching of a class. A callous, hard, sneering man should not have the honour or privilege of being the teacher of a school anywhere, least of all in Her Majesty's dominions. It seems as if special care were taken that the children in our Public Schools should not be required to show their knowledge of the contents of the Bible. Of all the selections for the entrance exami-

nation to the High Schools and Collegiate Institutes in this Province, made from the Fourth Reader, not one is immediately connected with a Bible theme. Would it not be as well to know who Joshua was, as to know who Hermann was? The Bible was read in many of our schools, both common and grammar, not many years since. What pushed it out of both classes of schools? I answer: school programmes of studies, inspections, and examinations. I know of a grammar school wherein the Bible was regularly read for an hour each week, and difficulties, other than theological, explained till within a score of years. But this Scripture reading was discontinued because of the cry raised respecting the low standard of learning in the grammar schools. I never heard of any difficulty then on account of either religious differences or lack of right teachers; why should there be now?

I beg to recommend that the Education Department announce to all the schools that direct moral or religious instruction is to be given, except where a vote of the people indicates the will of the ratepayers to be that such instruction is not desirable. Or if this cannot be done, that this Association appoint a standing committee to prepare a series of Bible-readings, similar to those prepared by the London School Board, and in every proper and legitimate way seek to induce school authorities to make use of them in their schools.

“Yet sage instructions to refine the soul,
And raise the genius, wondrous aid impart,
Conveying inward, as they purely roll,
Strength to the mind, and vigor to the heart;
When morals fail, the stains of vice disgrace
The fairest honours of the noblest race.”

SCHOOL HOURS AND VACATIONS.

F. S. SPENCE.

MR. PRESIDENT, LADIES AND GENTLEMEN,—

Although the topic for our consideration this afternoon is seriously important, I shall not attempt any exhaustive or elaborate address on its varied details. My intention is merely to suggest a few practical ideas round which discussion of the subject may be concentrated.

Let me remind you by way of preliminary, that public schools are instituted, and ought to be conducted, entirely in the interests of the public; that public-school teachers, trustees, inspectors, and all the other appertaining of the system are successful only as far as they promote these interests; and that, in the consideration of such a subject

as this, the primary inquiry ought to be, not "What would be most agreeable to teachers?" but, "What would be most beneficial to their pupils, and most advantageous to the community at large?"

That community is not itself best qualified to answer such a question. It is only from the vantage ground of professional knowledge and experience that all the bearings of any educational problem can be taken in. We must draw our conclusions as independently of popular prejudice as of personal feeling; and having done this, it then becomes our business in the first place to bring public sentiment as far as possible into harmony with our ideas, and in the second place to bring the working of our ideas as far as possible into harmony with public sentiment. In other words we must consult primarily the interests and secondarily the wishes of our employers, the people, "whom we are and whom we ought to serve."

We all, I think, agree upon the subject of holidays so far, that it is unnecessary to spend much time in discussing it.

Rest, work, and play, are all essential to the attainment of full development. One important difference between work and play, lies in the fact that we usually by an effort of the will, compel ourselves to undertake and prosecute the one, while inclination impels us to the other without any such effort; and the peculiarly fatiguing effect of work results from its double drain upon the natural energy. In the case of children, the will is not matured and strong, work has not been habitual enough to create a desire for it, and as physical and mental exercise are needed to secure development, this exercise ought to be to a great extent in the form of play.

The necessity of rest is obvious. Play is not rest. Change of work is not rest; it may give temporary relief to particular organs, but gives no relief from the will-tension, one of the most fatiguing elements of work, neither does it lessen the dissipation of energy. Vital force is expended in physical exercise as well as in hard study; and if you have done too much of the one and attempt to rectify the mistake by doing a good deal of the other, you are simply punching a second hole in the cask to prevent the water being all lost through the first. Long walks and close study have killed men who could have stood either, but not both. Rest, work, and play have different functions; they are all needful, and no one of them can safely be ignored.

There are some ratepayers and a few school trustees who seem to consider holidays an institution to cheat them out of so much of the teacher's work, and these are commonly the men who complain because the school robs them of so much of their children's time. I wish with all my heart that holidays could be fixed at a time when there would be no farm or other work to be done at home, that the boys and girls

might have a fair chance to secure the play and development for which their childhood was given them.

We are too apt to forget our own childish experiences, and to hold the little noses to the grindstone more closely than we would have liked to have our own held long ago.

It is a great pity that there was any option given in the matter of holidays, and the fact that some people wanted to shorten them ought to have been a reason for not giving them the power to do so. Two months out of twelve is a small enough proportion of time to give children for rest and unfettered play.

The question of school hours—the length of time that should be spent in school each day, is important, and must be carefully considered.

A good deal of complaint has been made about the unhealthy cramming and over work to which girls and boys are subjected under our present system of competitive teaching; and these complaints are the more worthy of consideration from the fact that they come not merely, nor even mainly, from the parents whose children are crammed, but from the teachers who do the cramming, and who, of course, ought to know all about it.

Now, intensity of application to work, is one of the most important habits that we can induce or assist our pupils to form. Attention to study cannot be too close, and relief from the pressure must be sought, not in diminishing the quality or force of the mind-tension, but in shortening the time of its exercise, and specially of its continuous exercise.

The development of this hard-study faculty can only be secured by long and careful training. To require its exercise to any extent of young pupils is simply absurd. Very short lessons with long intervals ought to be the rule in all primary classes. Keeping children in the attitude, while they are not in the act of learning is worse than useless. It is training in idleness, enforcing dissimulation, and compelling the formation of habits that must seriously militate against subsequent progress. Study hours at this period of school life should be few and brief, and should be increased only with the advance of age and mental and physical strength.

It has been proposed to shorten the hours of study by discontinuing the assigning of lessons for home preparation, but this plan is not commendable. We must aim as far as possible to make our pupils able to study without a teacher's assistance, to prepare them for independent exertion after their school course is finished; and this is best accomplished by requiring—without immediate supervision—the performance of work the accuracy of which is afterwards carefully tested. For this reason we cannot afford to dispense with home lessons, and the easing off must be done in some other direction.

The regular school hours, in most cities and towns, at present number five, with, on an average, say one additional hour of home preparation ; giving in all six hours per day of study—entirely too much for children in our junior class, and more than they can possibly do, in the way in which study ought to be done.

I am not in possession of data from the consideration of which a definite scheme might be deduced, but from what I know I would favor some such plan as the following :

Let two hours of study per day be the maximum required of children in the first part of the first-book—where they would probably average six years of age—and let this be increased by the addition of half-an-hour for each division to which the pupil is promoted, counting two grades of promotion, i. e. two divisions, to each successive reading-book.

This would bring us to the present six hours in the junior fifth-book class, at say thirteen or fourteen years of age, which is quite as early as it ought to be attempted.

An important fact confronts us here ; one that at first sight might be fancied a drawback to the usefulness of the proposed reform. In all populous localities, very many girls and boys are much better off at school than they would be anywhere else. Some parents are so situated that they cannot, and some are so careless that they will not, look after their children as they should. In such cases, away from the teacher means away from all restraining and elevating influences ; probably undergoing the street education that hardly ever fails to turn out apt and accomplished graduates ; and shortening the hours of school is simply lengthening the hours of exposure to contaminating associations. Against such results we cannot guard too carefully. Relief must be sought that will neither diminish intentness while study goes on, nor shorten the time of the teacher's supervision and control.

It may appear somewhat paradoxical to propose to remedy the evils of over-work by increasing the number of departments of work, but in the present instance this method can be made effectual in securing that result.

There are several branches of instruction that are now barely recognized in our public school curriculum, and yet are so important that their omission leaves us a very imperfect and one-sided teaching system.

One of these is physical education, development of muscle, &c., of which we hear so much but see so little. All our energies as educators are devoted to developing the mind, and the soil in which it roots, and on which it depends, is utterly neglected.

Probably much of the ill-health and physical weakness attributed to excess of mental exertion, are really caused by lack of bodily exertion

Dumb-bells might often supersede doctors. Taking half-an-hour each half-day from cramming and giving it to scientific gymnastics would be a much more rational method of relief from the brain-pressure, than turning out our boys for that half-hour to learn bad practices on our streets.

Correct habits—not merely sound theories—of breathing, swimming, walking and exercising, and living generally would be, to nine-tenths of our pupils, of far more practical benefit than a knowledge of grammar or fractions.

Another of these neglected branches is morality—one of the most important and most difficult matters with which a teacher has to deal. We may rationalize about it as we choose, but experience shows unmistakably that (at any rate with children) morality is much more a habit than it is the working out of any ethical system; and is to be secured by directing the course of conduct that develops habit more than by inculcating theories and principles. A boy's character is determined by what he is and does, not by what he knows. That character is formed, not in the restraining atmosphere of school, but in the untrammelled associations of every-day life—far more in the play-ground than in the class-room. Let pupils have as much as possible of this free out-door intercourse under the watchful eye of judicious teachers. Then they will learn to respect each others rights; to play without cheating, to talk without swearing, to associate without teasing or bullying, and the teacher will note and remember the incipient tendencies that may almost imperceptibly be developed or repressed. Yard superintendence is one of the most imperative of school duties; and, as a rule, children had better be an hour by themselves at their lessons than ten minutes by themselves at play. The necessity of attention to this subject is imperative. The character-tone of our growing-up boys is far below what it ought to be, and it is positively dangerous to permit their promiscuous crowding and play without any direction or restraint.

What has been said about morality applies more to boys, but what has been said about physical education applies, perhaps, as much more to girls. Boys take more exercise in their games, and occasionally have the sawing of wood and such like blessings vouchsafed by judicious parents. And if more of the latter would provide some active work for a part of their sons' spare time, they would do incalculable good to the souls and bodies of some embryotic citizens, who are now ruining both in loafing idly, or worse than idly, round our lanes and lamp-posts.

Give children plenty of play, but beware of the danger of allowing boys to congregate promiscuously on street corners and in evening hours with no one to see that they do and say only what is right.

In view of such facts as these but one conclusion can be drawn, that

is, the longer the hours of school the better for the scholars, provided by school hours we do not mean simply hours of study, but hours of education and supervision.

This brings us face to face with the problem of where the dividing line between the duties of parents and teachers is to be drawn. Absolutely there is no such line. As far as children are concerned, teachers are a necessary evil, doing the work that in a perfect state of society ought to be the work of parents and the work of home. At present we find that one department of this work is being overdone by the teacher, and the remedy is simply to do less of that and more of something else.

The question comes up: If the duration of school hours is so desirable, should they not be lengthened? There are two reasons for answering emphatically in the negative. In the first place, it is a serious wrong to usurp the functions and lessen the responsibilities of the sacred institution of Home. Society may be too artificial, too much organised. Public schools should never become what boarding-schools now are—a dangerous interference with the natural and healthful relations of domestic life. And in the second place, even where the home is so far from what it ought to be that children are happier and safer at school, we must be honest. The public is not yet educated to proper appreciation of what the teacher does, and to equitable remuneration for the time he already spends in its service; it would hardly be willing to pay for more. It is wicked to defraud or oppress even ourselves. Justice is a virtue as well as generosity, and compelling the uncompensated teaching of morality would be rather inconsistent.

In connection with over-work there is a matter which must not be unnoticed. There obtains in some schools a system of well-named "imposition work," that is not merely an imposition but an outrage upon children who, it is admitted, are already over-burdened with study. If a duty has been wilfully neglected at its proper time, its performance in the scholar's spare time ought, of course, to be insisted upon as a point of honesty. If, say, a dictation lesson has not been prepared, there is a manifest advantage in requiring the writing out of the mis-spelled words a number of times. Such extra work is only right. But it is not right, because of some trifling act of misconduct, to require a child to write out several pages of a reading book, or perform some long, wearisome arithmetical calculation, in addition to his regular lessons. To compel a boy who has other school work in the evenings to sit writing at such an unmeaning task, with restless nerves, and tired hand, and aching head, when he ought to be at play or sleep, is as essentially and literally corporal punishment as in the much-condemned whipping that would be far less injurious to either body or mind. Apart from this, it is bad to develop in a child any feeling of a relation-

ship between hard study and punishment. This is one direction in which over-work may often be profitably curtailed.

Study hours might be somewhat shortened by lengthening the mid-day intermission. *In cities and towns* this would also permit the abolition of the reprehensible practice of lunching in school-rooms, and so would promote the health and comfort of both pupils and teachers. At noon, a boy is a very convenient article about a house, to fill stoves and run messages, and a girl is often exceedingly useful in preparing dinner, washing dishes, and so on. This is the particular time of the day that absence from school would be safest for scholars, and if the noon recess were lengthened, we might compel them to go home without hardship to any, and probably with benefit to all. There would be little loafing done then, and a longer rest from study at mid-day would be a good plan of easing off some of the pressure.

In conclusion, to sum up what has been advanced :—

I. We want, as soon as possible, a graduated system of study, gymnastics, and play, all directed by the teacher, and severally proportioned to the age and proficiency of the pupils.

II. As measures of immediately practical relief the following might be adopted : 1. Let the forenoon recess be abolished and its place supplied by half-an-hour of gymnastic drill. 2. Let the afternoon recess be made half-an-hour, and in it let all teachers mix with and oversee their scholars. 3. Let the schools be closed for two hours at noon in cities and towns ; and in rural sections let 3.30 be the time for closing in the afternoon.

These changes would be advantageous to all concerned, a gain to the teachers, a convenience to the parents, and a benefit to the scholars. We would still have five hours of study, four in the class-room and one at home, quite enough for most of our pupils ; and our school curriculum would more fully and rightly recognise the existence of muscle and morals, as well as mind.

CURRENT QUESTIONS IN EDUCATION.

BY PROF. GOLDWIN SMITH, D.C.L.

LADIES AND GENTLEMEN,—

Your President did me the honour of desiring me to take part in your proceedings ; but I fear that the interest I feel in them as a member of the educational profession, is my only justification for accepting the invitation. I have nothing specially interesting or instructive to say to you. For a year past I have been absent from Canada, and I have not kept up my knowledge of the questions which make up your programme.

You might think that I had something to report from England. But in England, while I was there, the thoughts of everybody were absorbed by what was passing on the political scene. I confess I had hardly eyes for anything but the cloud which had gathered over my country, and the peril which threatened those august institutions so long the admiration and the guiding light of the world. The great lesson which I brought back from England was that faction—call it by the name of party or by what other specious name you will—if it is allowed to prevail over patriotism, may bring the noblest and mightiest of nations to the dust. However, in England, amidst the political convulsions education was marching on. I saw everywhere new improvements in the method of teaching, in apparatus, in school buildings, and increased efforts to unite the parts of the system, from the universities down to the elementary schools, and mould them into a perfect whole. Marvellous is the advance in these respects. I was at Eton, where we were supposed to have the best, and certainly paid for the best, of everything, and I doubt whether our school-rooms, and books, and apparatus would now pass muster with the inspector of a Common School. I turned up the other day a child's book with wood-cuts, printed fifty or sixty years ago. It had belonged to a wealthy family, and was no doubt deemed a work of art in its day: in the present day it would be deemed beneath contempt. Among other signs of advance, cities had largely availed themselves of the Act empowering municipalities to raise funds for the maintenance of public libraries. A movement appears to be going on for the institution of a public library in Toronto. Nothing can be more laudable than the object. But before taking any practical step, we ought, perhaps, to consider how far the question is modified by the extraordinary development of cheap printing, which seems likely to prove an event in intellectual history second in importance only to the invention of printing itself. Not only novels, but works of all kinds, literary and scientific, standard as well as the most recent, can now be bought for a few cents, and everybody can have as much reading as business men or artisans have time for, at the cheapest rate in his own home. By exchanging with neighbours, the home library may be still further enlarged. The need for city libraries, therefore, seems to be less. What would be a certain benefit in its way is a provincial library of books of reference and other works not likely to be reprinted in a cheap form, to which students and persons engaged in special researches, or in need of special information might resort. It has occurred to me that the Parliamentary Library might be developed into something of this kind. Members of Parliament might use it, so far as they had occasion, all the same. It would be essential to have a good librarian, a man thoroughly conversant with books, who would be able to guide readers to the authorities for any special line of study,

and to advise those who chose to consult him in the formation of their own libraries.

Perhaps the greatest novelty which I saw in England, in the way of education, was the local College of Nottingham. Nottingham is one of the busiest of the British hives of industry, and the lives of men there are, of course, devoted to the pursuit of wealth. But the people have arrived at the conviction that man cannot live by bread alone; that wealth is of no use unless it can be worthily enjoyed; that it can hardly be worthily enjoyed without some cultivation of mind; that the chiefs of industry in a free country have social and political, as well as commercial functions to discharge, and cannot discharge them well without having their minds opened and enriched. The result is a sumptuous pile dedicated as a local college to the highest education, and affiliated to the old historic universities of Oxford and Cambridge, which allow attendance at the local college to count, to a certain extent, for their degrees. The system of affiliation to the great national universities seems to me far better than multiplication of colleges with university powers—the “one-horse” college system, as they call it in the States. Some time ago the plan of affiliation was proposed, when all the local colleges would have been glad to come into it; but ancient and richly endowed bodies are slow in moving, and the measure was put off till Owens College, at Manchester, had obtained a charter with university powers. There seems now, however, to be a wish to prevent the multiplication of universities from going further. We have had this question before us here, and, perhaps, there is little use in raising it again. The Provincial University having been originally confined to the Established Church, other churches were obliged to found universities of their own, and when the Provincial University was thrown open, some members of the Church of England seceded, and founded another college by themselves. The upshot is that in a province which could barely maintain one great university, we have, I believe, seven bodies with the power of conferring degrees. We have got, through a series of untoward accidents, into the system, and cannot now get out of it. We can, therefore, only make the best of it. But it must be fatal to the highest teaching, because only a great university can afford a proper staff of first-rate teachers to the standard of degrees, and to that function of a university which is not less important than education, the advancement of science and learning. We must be glad, however, to see St. Michael's College, Knox College, and the Baptist College placing themselves by the side of the Provincial University. The solution of the religious difficulty with regard to universities seems to be a secular university with religious colleges, and colleges having their own system of religious teaching and moral discipline within their walls, while they use and support the lectures, museums, and laboratories of the University.

In the reports of committees which have just been read, I observed a recommendation that the Bible should be read in all schools. This introduces a question of great difficulty, especially at the present time. We are living in the midst of religious as well as political revolution; indeed, the political revolution may be said to be the consequence and the sign of the religious, which is the deeper unrest. I was for some time in Paris, and it was almost appalling to see the fury with which the struggle was being carried on between the assailants and the defenders of religion. This, in truth, is the real French Revolution. The first Revolution was comparatively superficial; it did not affect the fundamental beliefs, and thus Napoleon was able with great ease, to restore not only the monarchical institutions, but the Church of the old *régime*. But now the fundamental beliefs and ideas are the objects of attack. Now, the party hostile to religion is not content with liberty and toleration; it seeks to drive religion out of government, out of education, out of the whole life of the people. I went into an anti-clerical book store and found there things exceeding in atheistic violence anything published at the time of the first Revolution. We, happily, have to cope with the difficulty in a milder form, but still we have to cope with it. My own convictions would lead me to sympathise with the desire to see a religious element introduced into the education of a child. But if you make any general law upon the subject, you will have to encounter objections from more than one quarter. For my part, I should be inclined to adhere to the principle of local self-government, and allow the matter still to be settled in each case by the Board of School Trustees, subject to two safeguards—a conscience clause, enabling parents to withdraw their children if they please from the religious exercises; and a power vested in some higher and thoroughly impartial authority of putting a veto upon anything really sectarian. If you make a general law, you will, among other consequences, render more difficult than ever the completion of the unity of our system by the abolition of Separate Schools. Otherwise that change may be hoped for in time. Very likely, in the first instance, the concession of Separate Schools was a wise act of statesmanship. There had been fierce struggles between Protestants and Catholics; the contest about Catholic emancipation was comparatively fresh in memory, and a Catholic might not unreasonably apprehend aggression upon the faith of his child. He cannot reasonably apprehend aggression now. In districts where there are not Catholics enough to maintain Separate Schools, Catholic children do go to the Common Schools, and I have not heard that there are any complaints of insidious attacks upon the child's religion. The State is bound to respect conviction, but it is not bound to pay attention to groundless suspicion, or to mould its institutions for the purpose of preserving any special influence, clerical or political.

I noticed also, in the report first read, the expression of an opinion that education should be entirely separate from politics. In that opinion I concur so heartily that I used always in England to advocate the abolition of the representation of the universities in Parliament, because it seemed to me, by connecting us with political party, to bring down from their high and proper ground of impartiality the places of national education. Places of national education have to do with politics only as they produce good and enlightened citizens, which they will not do if they are under party influence. I have sometimes thought it not unlikely that the province might in time be led to consider the expediency of returning to something like the old system of a Council of Public Instruction. Not that I have any personal desire to repeat the experience which I once underwent as a member of that body. The Council had obvious defects. A body consisting of members engaged in other occupations, and meeting only occasionally, could not undertake the work of current administration. But it might be very useful for the decision of general questions, and, perhaps, as a court of appeal in questions of right, where there was any danger of political or other influences creeping in. The Council was broken up in a storm, which, perhaps, prevented the Government and the province from considering sufficiently what there was in the institution that was good and worthy to be retained. The cause of the storm were two-fold, upon both of which I, as a member of the body wrecked in it, can look back without any compunction or shame. 1st. Our insisting upon a revision of the text-books, some of which were then not only below the mark, but full of blunders, and 2nd. Our proceeding to enquire into the usefulness of the Books and Apparatus Depository. In the latter case it seems to have been subsequently proved that we did right. The Council, as I have said, had its defects, and it may have committed errors, but at all events it was entirely free from political influence, and decided questions in the interest of education without caring for any political vote. I wish that I had any matter of greater interest to bring before you, but at present I have not, and can only conclude by thanking you for your attention, and wishing success to the objects of your conference.

"INDUCTIVE AND DEDUCTIVE METHODS IN EDUCATION."

BY PROF. MOVICAR, PH. D., LL.D.

It is due to myself, and to the Association, to state that the subject I am about to discuss is not one of my own choosing. Your Executive Committee, being anxious that this subject should be brought before you at this Meeting, asked me to lead in the discussion. I consented

to do so, with the understanding that I should present my views simply in outline, and in a somewhat propositional form, leaving time and opportunity for a thorough discussion by Members of the Association of the positions outlined.

There is much in the discussions of educational subjects at the present time, that is very misleading. This arises largely from the prevailing use of educational maxims and peculiar educational phrases, which, in a limited sense, embody some truth, but which, when made the foundation of a system of truth, lead to the most absurd conclusions and fatal results. This, I believe, is somewhat true of the subject now before us. It seems to sound very learned and scientific to talk of "Inductive and Deductive Methods in Education." Yet, if compelled to define the exact meaning of each of these methods, some difficulty might be experienced in determining in what sense education can either be inductive or deductive. In view of this fact, it is necessary before we proceed farther to fix in our minds clearly just what we mean by education.

EDUCATION DEFINED.

1. Education, in a broad sense, may be defined as that development or growth of a human being which is the product of the joint action of inherent natural powers and of external conditions or environments. In the ordinary or restricted sense, however, education means the legitimate development or growth of a human being which is the product of the joint action of inherent natural powers, and of external conditions or environments supplied by the agency of a teacher. This defines education simply as a product, but it must be noted that it is no more a product than it is a process. Hence I must add, that as a process, education means the course of training, instruction, and discipline through which a human being passes to acquire the full and legitimate exercise of all the organs of the body, the full and legitimate exercise of all the powers of the mind, and so much systematic knowledge as will fit him to use in an intelligent and efficient manner the organs of his body and the powers of his mind in performing physical, intellectual, and moral work.

In the discussion of our subject, it is important also to distinguish clearly between a general and special or professional education. Hence, I add still farther, in the way of definition, that a general and symmetrical education should include such a course of training, instruction, and discipline as will produce and maintain a normal and harmonious action of all the organs of the body, and of all the powers of the mind, and, hence, develop at the proper time and in proper proportions, physical and mental power, physical and mental habits, a comprehensive grasp of systematic knowledge, and a pure and elevated taste.

A professional education, on the contrary, should develop specially those organs of the body and powers of the mind which are called into exercise in performing a special kind of work, and should include so much professional knowledge as will fit the person to perform this special work in the most intelligent and efficient manner.

FACTORS AND PRODUCTS OF EDUCATION.

2. In whatever manner education may be conducted, there are three factors involved, namely, the teacher, the pupil, and the instrumentalities by which the teacher affects the pupil. The ward teacher in this connection is used to include any agent who directs and controls the instrumentalities by which the pupil is affected, hence the parents and the pupils themselves are included. When a pupil becomes his own agent in directing his physical and mental development; the process is very properly called self-education. Through the joint operation of the three factors named, the pupil should be made the recipient of four distinct products; namely, increase of power, right habits, increase of knowledge, and a correct and elevated taste. To guard against wrong impressions from the position just stated, let me say that each of these four products have reference alike to our physical, intellectual, and moral or spiritual natures. When speaking, for example, of increase of power as an educational product, physical, intellectual, and moral or spiritual power are all included. We maintain that the development of a true and noble manhood is possible only as the three departments of our nature are symmetrically unfolded.

3. Having indicated very briefly what education includes, and the factors and products involved, we are now in a position to state how much can be properly meant by "Inductive and Deductive Methods in Education." And first let us note the relation of these methods to each other. Induction and Deduction are separate mental processes, and as such, each constitutes one class of mental work. They are, however, separate only in the sense of parts of one whole. Each is dependant upon the other, and no symmetrical development of mind is possible when a proper training in either process is neglected.

Again Induction and Deduction are separate methods of investigating truth and of acquiring knowledge. In this case, also, they are separate only in the sense of being parts of one whole. Each has its peculiar place, and the use of each in its place is the only course that can be pursued in the investigation of principles and laws, and in the pursuit of knowledge. Hence, "Inductive and Deductive Methods in Education" are inseparable, neither can be substituted for the other, and neither can be omitted without fatal injury to the pupil.

But to be more specific, the view generally known as the Inductive Method in Education is imbodyed in the maxim, "The mind proceeds

from the simple to the compound, from the known to the unknown, from the particular to the general." This maxim is true as far as it goes, but it must be observed that it covers simply the pursuit of knowledge, and that this is only one of the four products which a true method of education should invariably produce.

And just here let me state that the assumption seems to prevail from the Primary School to the University, that the chief if not the only work to be done during the various stages of an educational course, is to acquire a wide range of knowledge, hence the cramming of which we hear so much complaint at the present time. This assumption is a fatal mistake. Knowledge is a very important factor, but I maintain, that in the process of education, it should be subordinate to the other three factors; namely, the development of power, the formation of right habits, and the development of a correct and elevated taste. The old maxim, that "Knowledge is power," has deceived many. Knowledge is power in the limited sense, that a sharp two-edged sword is power. Knowledge, like the sword, is capable of doing execution when wielded by a man of power, of right habits, and of a correct and elevated taste; but alas for the man of knowledge where these are lacking.

Once more let me ask you to note that the process of induction is used only in acquiring first-hand knowledge; hence, its sphere from an educational standpoint is comparatively limited. By far the greater part of our knowledge is second-hand, and is accepted on faith rather than as the result of original inductions. In fact the inductive process should be used in the school-room, not so much to acquire knowledge, as to give to the mind a certain kind of discipline, and hence develop strength and habits of work, which can be gained only in this way. Believing as I do, that acquiring knowledge, either first-hand or second-hand, is only one and, perhaps, the least important of four classes of results, which should be secured to the pupil in the course of his education, I unhesitatingly state that far too much importance is attached by certain educators to the inductive method. This method should have its place in school work, but a great mistake is made when it is assumed that a large share of the mental discipline in Elementary Schools and Colleges should be of this nature.

In bringing this brief and hence necessarily imperfect paper to a close, I cannot perhaps better illustrate the fact that the teacher's labors, and, indeed, the process of education generally, lies largely outside of the so-called Inductive and Deductive Methods, than by indicating propositionally in one or two cases the nature of the work the teacher should perform for his pupil.

1. The teacher should seek at every stage of his work to place the pupil in such a position as will develop the power of acquiring new

experiences and new knowledge, without any aid from the living teacher.

I suggest that this can be done most successfully :

(a) By arranging the pupil's work in such a manner that each step prepares him thoroughly to perform the step immediately following without any aid from the teacher or other sources. The arrangement of the work should in every case be adapted to the age, strength, and peculiar environments of the pupil.

(b) By the use of an illustration or series of illustrations which will place the subject under consideration in such relation to the pupil's mind as will enable him, by his own effort, to perform the work proposed. All illustrations used for this purpose should be selected from what is known and familiar to the pupil, should be simple and clear, should be new, striking, and forcible, and should be presented so as to direct attention sharply to the thing illustrated.

(c) By proposing a question or series of questions which will place the pupil's mind in a condition to apprehend clearly the work to be done, and which will enable him by his own effort to do what he apprehends.

In pursuing this course only such questions should be asked as will stimulate the pupil to question himself, and hence enable him by his own effort to perform the work proposed. Each question should originate in a present and conscious weakness or difficulty of the pupil, and should be directed to the pupil's weakness or difficulty in such a manner as to render him simply the help necessary in his present condition.

(d) By giving the pupil a direction or suggestion which will place him in a proper condition to do his work.

Such directions or suggestions should not be in the form of specific rules which the pupil is to follow blindly. They should simply indicate the work to be done, and hence confine the pupil to the kind and course of effort necessary to do it.

2. The teacher should seek, at every stage of his work, to place the pupil in such a position as will cause him to form habits of doing mental work, that will enable him, unaided by the teacher or other help, to examine new subjects in such a manner as to reach reliable results.

I suggest that the formation of the following habits of doing mental work will accomplish the end here proposed.

(a) The habit of giving close attention, or of excluding from the mind everything that does not pertain to the subject under consideration.

(b) The habit of making observations and experiments in an orderly, accurate, and exhaustive manner.

(c) The habit of reasoning closely and accurately upon all subjects studied.

(d) The habit of careful and sharp self-questioning as a means of solving or explaining difficulties, and of giving familiarity with the truth involved in the subject studied.

(e) The habit of persistently studying the difficulties that necessarily occur in any subject pursued, until they are clearly understood.

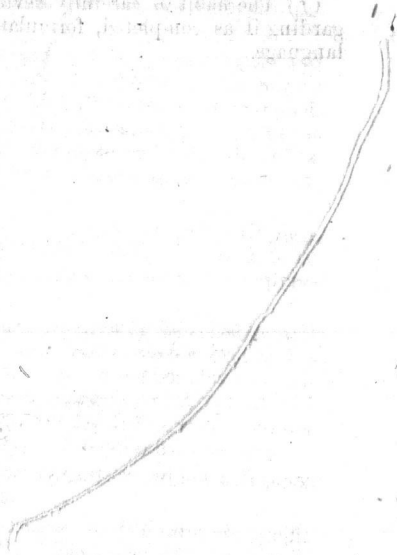
(f) The habit of carefully reviewing all work done, and, before regarding it as completed, formulating it in simple, correct, and clear language.



(1) The first of certain and sound reasoning as a means of solving or explaining difficulties and of giving authority with the truth involved in the subject studied.

(2) The habit of parents only seeing the difficulties that necessarily occur in any subject pursued until they are clearly understood.

(3) The habit of carefully reviewing all work done, and finding fault as compared with what it is simpler, correct, and clear.



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