

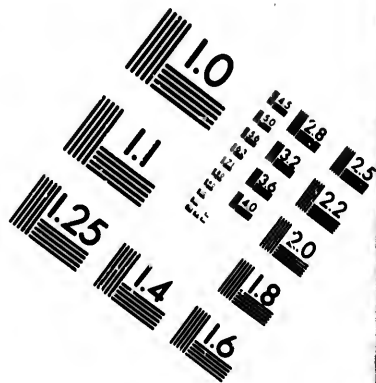
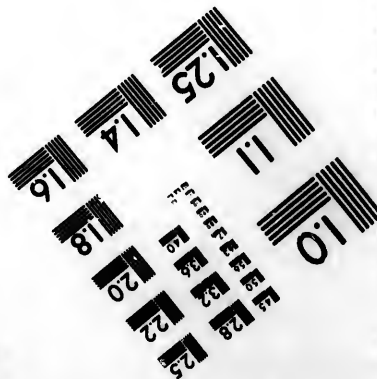
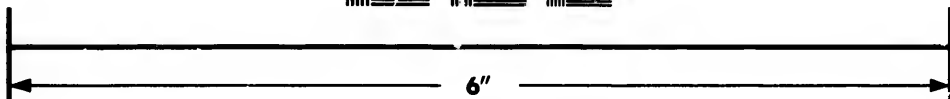
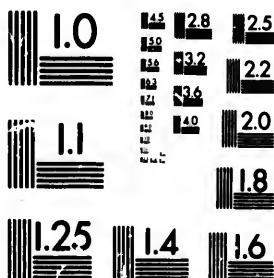


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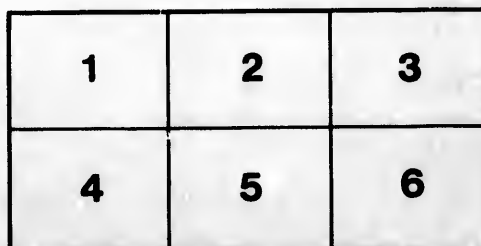
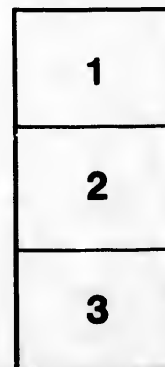
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APPLICATION
AND
TESTIMONIALS
OF
WILLIAM HOUSTON, M.A.,
FOR THE
CHAIR OF ENGLISH
IN
UNIVERSITY COLLEGE, TORONTO.





WARWICK & SONS, PRINTERS, 68 & 70 FRONT STREET WEST.



TORONTO, Jan. 15th, 1889.

Hon. G. W. Ross, M.P.P.,

Minister of Education.

SIR,—In compliance with the general invitation contained in your recent advertisement for a Professor of English in University College, I beg leave to apply for the position.

The nature of the work to be done by a University teacher of English, implies three distinct kinds of qualification: (1) acquaintance with the subject, (2) capacity to teach it, and (3) an intelligent conception of the way in which it should be treated as a means of imparting a liberal education.

For proof of erudition I refer you to my academic standing as a student of University College and a graduate of the University of Toronto. During the whole of my undergraduate course (1867-72) the department of English was under the special and personal direction of Sir Daniel Wilson, now President of University College. He was sole teacher of the subject, and in the College he was sole examiner. At that time English was prescribed in only the first and fourth years, and I can best indicate my standing by stating that in each of those years I took the prize awarded by the College Council on Dr. Wilson's recommendation, and that in each of them I was placed first in first-class honors by the University Examiners, who were in my first year Dr. Wilson and Chancellor Boyd, and in my fourth Dr. Wilson and F. E. Seymour, M.A.

In each of the years 1871 and 1872, I won the prize offered by the University Senate for the best English prose essay, and in 1871 I was awarded two other prizes for essays, one by the Literary and Scientific Society, the other by the Philosophical Society, of University College.

During the earlier part of my University course, I took the honor work in Latin and Greek, along with English, French, and German; in the latter part of it I made a specialty of Modern Languages, with History and Civil Polity. I took a scholarship for general proficiency in my first year, one for Modern Languages with History in my second, and one for Modern Languages and another for History and Civil Polity in my third. At graduation, I stood first in first class, in French and German as well as in English, but was prevented by ill health from keeping up my work in Italian and Spanish. For three years (1876-78) I served as examiner in English and History in the University.

From 1872 till now, partly as a matter of choice, partly from the nature of my ordinary callings, my time has been very largely devoted to literary work. During the whole of this interval my cultivation of English scholarship has been unremitting, and I have now such an acquaintance with English classics, and with the history of both the English language

and the literature it embodies, that I feel warranted in undertaking to teach the subject to University students.

My experience in the work of teaching, dates back to 1860. Since that time I have taught in both public and high schools; I have done much occasional tutorial work amongst college students; I have "directed" many teachers' institutes; and I have spent several years in journalistic positions where my daily occupation was writing and training writers. The practical English training that is best for a journalist is precisely the practical English training that is best for a University student, and through long and varied experience I have been enabled to acquire a high degree of facility in discerning defects in prose structure and exposing their real character.

The work of a director of institutes is closely akin to the work of a University teacher, with this difference, that it is much more difficult to discuss with expert teachers the methods of teaching a subject than it is to discuss the subject itself with a class of University students. Each institute audience is made up of high school teachers, public school inspectors, and public school teachers; and as many of the teachers in high schools and of the inspectors of public schools are graduates of the University of Toronto, or of other universities, it is obvious that such an audience is quite as likely as a university class to be critical in its judgment, and with quite as good a right in so far as English scholarship is concerned. You will find appended numerous testimonials from leading teachers of the Province, containing opinions based on actual observation of the institute work I have been doing for the past three years.

These testimonials will be found equally emphatic with respect to my views as to the best methods of using the English language and literature for educational purposes. It is unnecessary to go into details on this point, but it may not be out of place to say that the training should be of three general kinds, practical, scientific, and esthetic. Practical training resolves itself into the exercise of original composition, oral as well as written, on given themes, and the correction of grammatical and rhetorical defects in the structure of the student's productions. No mere knowledge of English acquired either from books or by listening to lectures ever made or ever will make a good writer of English. Neither will knowledge of the language acquired in this way ever serve any useful scientific purpose as part of a student's education. The essence of "science" is investigation, and each will be permanently benefitted by what he has learned, only in so far as his knowledge has been gained through his own researches. Similarly, the student receives little or nothing in the way of esthetic training by learning what other people think, or have thought, about the great productions of literary artists. Opinions about them to be of any value must be his own opinions, and therefore the work of commentators should be not merely subordinated, but kept out of sight.

So should most of the work of the annotators, all that is useful being what is absolutely necessary to the understanding of the text. •

In accordance with these views of method, the university teacher should be something more than a mere retailer of opinions, whether his own or others', and the university class-room should be something more than a place for lecturing and listening. The class-room should be a laboratory, and each student a worker. Texts should take the place of text books, investigation should take the place of memorization, the seminary should take the place of the lecture.

If I am appointed to the chair of English in University College, it will be my aim to deal in this way with the subject assigned to it, not merely because this is the only way to make it useful as a means of educating students, but still more, because of the exceptional influence which the incumbent of the chair must of necessity exercise on the use made of English in the secondary and primary schools, private and public, of the Province. This is in my humble opinion by far the most important aspect of the present appointment. Defective methods exhibited in University College will do a great deal to prevent any general reform of methods in the schools; *per contra*, effective methods in the College will soon make good teaching of English the rule in all lower grades of educational institutions. The university student when he becomes a high school teacher practises the methods he learnt at college, and the same methods are in turn practised by the public school teacher who gets his non-professional training in the high school. I would like to have the subjoined testimonials read in the light of these remarks.

Let me, in conclusion, call attention to the change which during the past few years has come over academical opinion with respect to the educational importance of English. In the University of Toronto, the subject has not been brought into such prominence as has been accorded to it in the chief Universities of the United States, England, Ireland, Australia, and New Zealand. While I was a member of the Senate from 1883 to 1887, I steadily, but unsuccessfully, endeavored to win for it fuller recognition, especially by having Old English texts, including those known as Anglo-Saxon, prescribed for purposes of philological research, and modern prose texts prescribed for purposes of rhetorical analysis. If I am appointed to the chair of English, it will be my object to secure these changes in the University curriculum, and such others as will make the English course not only better in itself but more worthy of becoming what it should be, the nucleus of a graduating department made up of a group of Teutonic languages.

I have the honor to be,

Sir,

Your most obedient servant,

WM. HOUSTON.

TESTIMONIALS.*

From Sir Daniel Wilson, L.L.D., President of University College, and Professor of History and English Literature.

TORONTO, Jan. 28th 1888.

DEAR SIR,

I have much pleasure in certifying to your career as a diligent and successful student in the departments under my special charge as a Professor in University College. It appears also from the college records that you gave like diligent attention to the modern languages generally. You carried off prizes in the first and fourth years in English, and in the second and third years in History, French, German, and Italian. You took your B. A. in 1872, as appears from the University class lists, with first-class honours in three† of the five languages in the Department of Modern Languages, and also won a prize for English prose.

Yours truly,

DANIEL WILSON.

From F. E. Seymour, M.A., Gold Medalist in Modern Languages in the University of Toronto, and formerly an Examiner in History and English.

MADOC, Nov. 1888.

I have heard of Mr. Houston's intention to apply for the chair of English, which the City of Toronto is about to endow in University College, and I wish to state that I consider him exceptionally well qualified to fill it. I know him to be a good English scholar, of wide and varied reading, active of mind, ready of pen, original and independent of thought. On the platform he possesses in an unusual degree the power of fixing the attention and exciting the interest of his hearers. I have listened to some of his discussions on the teaching of English, and have been impressed with the value of the system he adopts in developing his subject, and with the skill he exhibits in handling it and in presenting it to his audience. The education of the Province is so largely influenced and controlled by the graduates of the University of Toronto, that any improvement in the methods there employed, or any increase of zeal and

*The writers of these testimonials may be arranged, with a few exceptions, in the following classes:—(1) Those who have been or are now engaged in academical work, either as teachers or as examiners; (2) those who have been or are now employed as teachers in collegiate institutes or high schools; (3) those who have been or are now employed as inspectors of schools; and (4) those who have been or are now engaged in normal work, either in the Provincial Normal and Model Schools, in the collegiate training institutes, or in the county model schools. In order to bring the collection within a limited space, it has been found necessary to abbreviate many of the testimonials.

† English, French, and German.

enthusiasm for this most important branch of study there created, would speedily and beneficially affect the teaching of English in all our public schools, a thing much to be desired, and a point very worthy to be kept in view by them whose duty it is to select an occupant for the new chair of English.

FRED. E. SEYMOUR.

From W. Oldright, M.A., M.D., Gold Medalist in Modern Languages in the University of Toronto, and formerly Examiner in History and English, and also Lecturer in Italian and Spanish.

TORONTO, Dec. 6th, 1888.

As Examiner in History and English in the University of Toronto in 1869, 1870, and 1871, I had the opportunity of reading Mr. William Houston's papers in those subjects, and I can bear testimony to the intimate acquaintance with the English language and with English literature displayed in them. From my subsequent intercourse with Mr. Houston I am of opinion that he has continued to take a deep interest in there, in common with other subjects.

WM. OLDRIGHT.

From J. Fletcher, M. A. (Oxon.) Gold Medalist in Classics in the University of Toronto, and Professor of Greek and Latin in Queen's University.

KINGSTON, Nov. 26th, 1888.

I have known Mr Houston intimately for many years. As a student, or rather as an undergraduate—for Mr. Houston is still and always has been a student—he was regarded by his contemporaries as an authority on all matters connected with history and ethnology, political science, and English literature. Since graduating, sixteen years ago, he has kept himself thoroughly familiar with all the subjects just mentioned, and his information with regard to them is very wide and accurate. I have heard Mr. Houston lecture on the teaching of English, and consider the methods he advocates sound and practical. He has by such lectures contributed not a little to improving the teaching of English in our high schools. He has the gift of rapid and lucid exposition both *viva voce* and with the pen. Altogether, I consider him one of the most distinguished of our University graduates, and he cannot fail, if appointed to a position on the staff, to reflect credit on University College.

J. FLETCHER.

From J. H. Farmer, B.A., Gold Medalist in Classics in the University of Toronto, and Principal of Woodstock College.

WOODSTOCK, Jan. 1st, 1889.

This is to certify that I have had opportunities for years of forming some definite estimate of Mr. Houston's standing as an English scholar, and that recently I had the privilege of listening to him as he discussed the method of teaching English. I heartily endorse his general method

as at once good and practicable. It seemed to me a natural method, and, one highly calculated to lead up to a genuine appreciation of our best literature. I feel sure that the appointment of Mr. Houston to the chair of English in University College would be a boon to the students of that institution and to the country at large.

J. H. FARMER.

From J. Squair, M.A., Gold Medalist in Modern Languages in the University of Toronto, and Lecturer in French in University College.

TORONTO, Jan. 5th, 1887.

I have had the pleasure of hearing W. Houston, M.A., lecture before the Canadian Institute and the Modern Language Association, on the scientific treatment of English, and I have no hesitation in saying that I consider his method perfect from a pedagogical stand-point. He has a firm grasp of his subject, knows what he is dealing with, and presents it in the clearest possible manner.

J. SQUAIR.

From C. Whetham, M.A., (Tor.), French and German Master in Upper Canada College, and late Fellow in Modern Languages in Johns Hopkins University.

TORONTO, Jan. 7th, 1889.

I learn with pleasure that Mr. William Houston is a candidate for the chair of English in University College. * * * With regard to accurate scholarship it need only be said that he will bear comparison with any other possible candidate. There are other essential qualifications too generally overlooked, which I would like to emphasize. One is an intimate acquaintance with our universities and schools, and with their actual condition and wants in the department of English study. Any progress made in this department in our higher educational institutions during the past few years is largely attributable to Mr. Houston's untiring activity and to his keen appreciation of the value of English study. Another, and perhaps more important, qualification for a department which, like that of English, is just beginning to assume definite shape as a department of serious university study, is freedom from prejudice, or breadth of sympathy. Readiness to adopt what is good in the new and discard what is bad in the old, readiness to recognize that the whole curriculum of universities in the past embraces but a fraction of the broad curriculum of the universities of the future, readiness to admit that much of the new may be vastly more important than the old—this would seem to be one of the surest tests of a scholar to-day. Those who know Mr. Houston are well aware that he can bear such a test, and a sympathy of this kind is surely of infinitely greater value than any measure even of accurate scholarship without the requisite breadth of sympathy. This broad, scholarly sympathy, combined with the accurate knowledge and teaching ability of Mr. Houston, would certainly give us the ideal college professor.

C. WHETHAM.

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HETHAM.

From J. H. Panton, M.A. (Tor.), Professor of Geology in the Agricultural College.

GUELPH, Nov. 27th, 1888.

I heard one of your papers before the Teachers' Institute in Guelph last summer, and remember well that I was pleased with it. Your manner of exposition could not fail to show one that you were master of the subject, and you treated it in a way that caught the attention from the outset and held it to the end. * * * You illustrated your remarks by examples from so many different sources that one was impressed at once with the conviction that you had a knowledge of literature obtained only by close study. * * *

J. H. PANTON.

From A. Pattullo, M.A., Gilchrist Scholar and Graduate of the University of London.

WOODSTOCK, Dec. 8th, 1888.

* * * As you may remember, I attended the recent meeting of the Oxford Teachers' Institute here. During most of the time of the sessions, lasting two days, you had the platform, dealing with the subject of English under various heads. I became so interested in your method of treatment that I attended during almost the entire sessions, and thus I had a very fair opportunity of judging of your pedagogical skill. I have been familiar for some years past with your views upon general educational topics, and especially upon the subject of English—the place it should occupy in college curriculums, and the methods by which it should be taught and studied. I have always considered your views thoroughly sound. They are those of one of the most philosophical and successful educationists of the present day. I was therefore greatly interested in observing your methods as a teacher, under conditions that were a severe test of your power to interest and instruct. During the greater part of two days, I was surprised to find that you were able to retain the undivided and responsive attention of over 150 teachers. The effect of your method seemed to be to excite an entirely new and almost eager interest in their minds in our own language. These teachers do not differ greatly in their acquirements from the class of students whom you would have to teach as professor of English in University College. Your undoubted success at this teachers' institute affords, I think, some guarantee of what you could do in a professor's chair. I have attended lectures on English under Professor Morley, of London University, England, and while you were dealing with the subject here I was making mental comparison between you and him, and other teachers of English whom I have known—favorable, I may say, to yourself. It is safe to assure you that if the teachers of the Oxford district could aid you in your candidature for the present appointment, you would have their undivided support. Knowing something of your scholarship, believing in the soundness of your views on the subject of English, and having seen from personal observation your skill as a teacher, I have the greatest pleasure in volunteering the hope that the Government will see their way to select you for the proposed chair. I might add that my own experience as a journalist leads me to think that the experience you have had and the ability you have shown in your profession are additional qualifications for the position to which you aspire. * * *

ANDREW PATTULLO.

*From the Rev. A. B. Baird, M.A., Graduate of the University of Toronto
and of Knox College.*

WINNIPEG, Dec. 27th, 1888.

I take pleasure in bearing testimony to the benefit I received at the hands of Mr. Wm. Houston while he was a high school teacher. Although he was in charge only temporarily during the illness of another teacher his method of training in English and History made such an impression upon me that it has remained ever since as a well-nigh perfect ideal. His illustrations of philological principles from colloquial speech, and of historical processes from contemporary history, were so aptly chosen and so really illustrative that the somewhat unattractive principles of the text books became not merely intelligible but interesting and inspiring to such a degree that for some of us at least Mr. Houston's teaching marked an era in the study of those subjects. * * *

ANDREW B. BAIRD.

From N. S. McKechnie, Esq., English Master in Woodstock College.

WOODSTOCK, Jan. 10th, 1889.

I have heard your discussion of the English language and literature in the teachers' institutes with much pleasure and profit. I have also read your opinions on these subjects in the educational journals, and I believe that if there were a more general adoption of your views as to the importance and educative value of English, and of your methods of treating the subject, we should soon see a quickening of public taste and a much higher grade of scholarship. I am convinced that your wide and critical knowledge of English, your ability to arouse an interest and to instruct, and your intimate acquaintance with Canadian needs, eminently qualify you to fill that position whence your influence can be most widely exerted—a professorship of English in the Provincial University.

N. S. McKECHNIE.

From Richard Lewis, Esq., Teacher of Elocution.

TORONTO, Dec., 1888.

As I was engaged in the Toronto public schools for upwards of thirty years, and held a similar position in the largest school in Liverpool under Dr. Morrell's inspectorship, I have reason to hope that such long experience enables me to arrive at correct views as to the qualifications of a University professor in their bearing on public school education. * * * I have had ample opportunities for ascertaining not only that Mr. Houston is an excellent English scholar, familiar with the highest English classical literature, but that his just and practical views of the demands of education in every class of schools eminently qualify him to be an instructor of every class of teachers in the neglected department of English. * * *

RICHARD LEWIS.

From A. Miller, M.A. (Trin.), Head Master of King's College School, Windsor, N.S., and formerly Head Master of Walkerton High School.

WINDSOR, Nov. 27th, 1888.

It would afford me much pleasure to hear of your appointment to the chair of English in the University of Toronto. Your high standing as an English scholar, your successful career during your academic course, and the deep interest you have always taken in promoting the study of the English language and literature among the teachers and students in the schools of Ontario, to say nothing of your labors as a member of the University Senate in advancing the interests of our Provincial University, should have great weight in your favor with the Government in making the appointment to this, perhaps, the most important chair in the University. * * * Should you be successful in your candidature, I am sure that neither those appointing you, nor those coming under your instructions, nor the Province at large, will ever have cause for regret.

ARNOLDUS MILLER.

From W. Kay, M.A. (Tor.), formerly Classical Master in the Windsor (Ontario) High School.

LONDON, Dec. 16th, 1888.

I was pleased to learn that you are a candidate for a professorship in English, and will be glad to hear of your success. Towards this, if any poor expression of opinion of mine can be of any service, you are welcome to it. I do certainly think that when we were students at University College there was great room for improvement in the English course. * * * I consider that one like yourself, a thorough Canadian, well acquainted with the history and the requirements of the country, well and favorably known from one end of Ontario to the other, and withal not hampered or enslaved by old associations or effete ideas, of good physique and great capacity for study, is just the man for such a position.

WILLIAM KAY.

From J. B. Rankin, B. A. (Tor.), formerly Head Master of the Chatham High School.

CHATHAM, Dec. 1st, 1888.

It is in the interest of the University of Toronto that an energetic and educated man be appointed to fill the chair of English in University College, and with this object in view I can conscientiously recommend the appointment of William Houston, M.A. From his entrance upon a university course he always displayed a strong desire to excel in English, and the University and College class and prize lists amply testify to the success of his endeavors in this his favorite study. * * * His extensive knowledge of English authors and their styles, and his thorough training in other languages, qualify him for filling such an important position with success. I am of opinion that his appointment to the chair of English would give general satisfaction to the teaching profession.

J. B. RANKIN.

From C. Fessenden, M.A. (Trin.), Head Master of the Napanee High School.

NAPANEE, 23rd Nov., 1888.

* * * From what I have heard from you in your addresses before the Ontario Teachers' Association, the High School section of that body, and the Canadian Institute, I am confident that the cause of English teaching (not teaching about English), would both directly and indirectly gain much from your appointment. The high school masters would, I am sure, like to see the English chair in our Provincial College occupied by a man thoroughly familiar with the secondary schools of the Province, familiar with what they require, and familiar with what they can do.

C. FESSENDEN.

From J. Reid, B.A., I.L.B. (Tor.), Head Master of Stirling High School.

STIRLING, 15th Nov., 1888.

Mr. Houston's University status in the departments of English and Modern Languages, improved by the most ardent application of his powers for upwards of twenty years to practical and scientific English and kindred subjects, entitles him to the unqualified confidence of all who are desirous of having our youth brought into contact with a man of broad culture and manly independence. * * *

JOSEPH REID.

From I. M. Levan, B.A. (Tor.), Principal of St. Mary's Collegiate Institute.

ST. MARY'S, Nov. 23rd, 1888.

* * * I had the pleasure some weeks ago of listening to the addresses which you gave before the Teachers' Association of Perth, on English composition, English literature, and kindred subjects. * * * I believe that the method of teaching you then advocated and illustrated is the only proper method to be pursued in the treatment of literature and its allied branches; and if such treatment were adopted in the University, beneficent results would soon be seen. * * * There is another reason why your appointment would be desirable, and would effect a much needed reform. If I may judge from the work you did at the teachers' convention, you possess teaching ability of a high order, and you would doubtless pursue in the professorial chair the method of educating—drawing out—which you pursued with so much success before the convention. This has been too much neglected in the past. * * * If your application is successful, I believe there will be no further cause of complaint on this score. Your appointment, I know, would be hailed with pleasure by the teachers of the Province; it would gratify Canadian scholars by showing them that the highest positions are not closed against them; and it would be a suitable reward for your zeal in the study of the literature of your native tongue.

ISAAC M. LEVAN.

From J. E. Dickson, B. A. (Tor.), Head Master of the Newmarket High School.

NEWMARKET, Nov. 24th, 1888.

I have on two occasions had the pleasure, and I may add the profit, of hearing Mr. William Houston discuss the subject of English in its various aspects from a pedagogical point of view, and I have no hesitation in saying that the methods outlined and illustrated by him are in my opinion founded on correct principles, and would if intelligently applied lead to very satisfactory results. He advocates what I think to be the only proper method of teaching English, the analytical one, thus combining practical instruction with valuable mental discipline; and he very justly claims that a more general adoption of this method would result in less teaching *about* English and more teaching *of* English itself. I am sure that I voice the opinion of a large number of my fellow-teachers when I say that I should be glad to see Mr. Houston placed in a position where he would exercise a powerful influence on the methods of teaching and examining in the department of English in this Province.

J. E. DICKSON.

From C. Robertson, M.A. (Tor.), Modern Language Master and Vice-Principal in the Hamilton Collegiate Institute.

HAMILTON, Nov. 29th, 1888.

With reference to the candidature of William Houston, M.A., for the chair of English in University College, it gives me much pleasure to state that I regard him as admirably qualified for the position. His love and unremitting study of the subject, his cultivated taste, and his power of expression, fit him in an eminent degree for the work of exposition. Mr. Houston delivered recently several addresses to the teachers' institute held in this city. By way of illustrating the opinions he advanced, he had recourse to practical class-room work. I was much impressed, not only by the breadth and soundness of his views, but also by the ability he evinced as a teacher, especially his fertility of resource in coping with unforeseen difficulties. All graduates of Toronto University would, I am sure, look upon the appointment of one of their number, not only as a graceful compliment, but also as an appropriate tribute to Canadian worth and scholarship.

CHAS. ROBERTSON.

From D. McBride, B.A. (Vic.), Head Master of the Port Perry High School.

PORT PERRY, Jan. 11th, 1889.

I had an opportunity of hearing William Houston, M.A., addressing the high and public school teachers of the county of Ontario, on the scientific study of English. I consider him a most able teacher of his favorite subject, possessing in an eminent degree the power of making his instructions impressive and interesting. The methods of study that he recommends are certain to give a better knowledge of English literature and a higher appreciation of its merits and beauties.

D. McBRIDE.

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LEVAN.

From J. Houston, M.A. (Tor.), Head Master of Brighton High School, and formerly English Master in the London Collegiate Institute.

BRIGHTON, 26th Nov., 1888.

I have on two occasions listened with great interest to the lectures on the teaching of English given at teachers' institutes, by W. Houston, M.A. When I recollect the training in that important subject which I received during my Normal School and my College course, I am obliged to express my regret that I had not the advantage of listening to such expositions of the English subjects as he gives, and advises teachers to give. My experience teaches me also to agree with his views regarding the importance of the study of English as a means of intellectual training. I shall be pleased to see those views prevail to a much greater extent than at present. Educationists have too long depended upon classics and mathematics. I believe that English is not inferior to these subjects as a means of culture, and that with its usefulness as an educative subject it combines practical utility in a higher degree than they do. The views that Mr. Houston inculcates are likely, I believe, to bring about a much higher state of excellence in the teaching of English in our high schools, and I should like to see a similar improvement in our colleges.

JOHN HOUSTON.

From W. W. Rutherford, B.A. (Tor.), Head Master of the Aylmer High School.

AYLMER, Jan. 8th, 1889.

W. Houston, M.A., conducted the Elgin teachers' institute at St. Thomas last spring, devoting his attention almost exclusively to the teaching of English. His method of treating his subject under the different heads of composition, literature, grammar, and philology showed him to be well skilled as an expositor of topics for class-room purposes; while the views advanced by him as to the use that should be made of English for educational purposes were exceedingly well taken and valuable. In developing his scheme of teaching English he attached great importance to scientific treatment, discussing at length the principles and methods of such treatment and their use in the investigation of the sentence, the vocabulary, and the structure of prose and verse. His services to the institute were of the most valuable character.

W. W. RUTHERFORD.

From J. M. Hunter, M.A. (Tor.), Modern Language Master in the Barrie Collegiate Institute.

BARRIE, Jan. 10th, 1889.

I feel certain that Mr. William Houston is qualified in point of scholarship and of teaching capacity to fill the chair of English in the Provincial University.

JAMES M. HUNTER.

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From A. W. Reavely, B.A. (Tor.), Head Master of the Tilsonburg High School.

TILSONBURG, Nov. 20th, 1888.

It affords me pleasure to state that I was present at the last session of the Oxford teachers' institute, at which Wm. Houston, M.A., gave a number of lectures on various departments of English. These lectures, in which he advocated the use of the inductive method and incessant practice in teaching grammar and composition, gave great satisfaction to me personally; for I think that these special features, though recently recognized, are not yet receiving the attention to which they are entitled. This is especially true of the teaching of English in our public schools, where the character of our current modes of expression is largely determined. The lectures were given in clear and forcible language, accompanied with apt illustrations. * * *

A. W. REAVELEY.

From F. H. Sykes, M.A. (Tor.), Modern Language Master in the Parkdale High School.

TORONTO, Dec. 29th, 1888.

The appointment of Mr. Houston to the chair of English literature in University College would, I am convinced, be productive of good results. The stimulating power which the Professor of English literature should exert upon the literary life of Canada, especially with regard to the production of a national literature, will be strongest and best when coming from a Canadian, one knowing and sympathizing with our thoughts and aspirations. The intimate connection between the University and the secondary schools demands, if the study of literature is to be made systematic and rational, the appointment of one familiar with our school system and with the modern developments in the study of literature. Qualifications of these kinds Mr. Houston possesses.

F. H. SYKES.

From J. H. Long, M. A. (Tor.), Principal of the Peterborough Collegiate Institute.

PETERBOROUGH, Nov. 20th, 1888.

I have known William Houston, M. A., for the last eighteen years, and was associated with him both as student and as examiner, at the University of Toronto. I beg leave to say that, in my opinion, Mr. Houston is eminently fitted for the position of professor of the English language and literature. It is unnecessary for me to refer to Mr. Houston's ability as a speaker and a writer, or to his scholarship in the special department of English. But in addition to this scholarship, Mr. Houston possesses a qualification of the highest importance, namely, practical experience as a teacher and a thorough acquaintance with our Ontario schools. I am sure that, if appointed, he will prove himself a very valuable addition to the staff of University College.

J. H. LONG.

From A. Murray, M.A. (Aber.), Head Master of the Brampton High School.

BRAMPTON, Jan. 3rd., 1889.

* * * I have a very high opinion of your abilities and attainments, and I am disposed to believe that you would worthily fill the professorial chair. Further I would say that I would like to see more weight given to the consideration that a candidate is a Canadian than is involved in the proposition that *ceteris paribus* a Canadian should have the preference.

ALEX. MURRAY.

From D. H. Hunter, B.A. (Tor.), Principal of the Woodstock Collegiate Institute.

WOODSTOCK, Jan. 3rd, 1889.

* * * In addition to the highest literary attainments Mr. Houston has other qualifications which eminently fit him for the new chair. He is a Canadian and a graduate of our Provincial University, and I hold that *ceteris paribus* a Canadian should have the preference, scholars of our own country being in my opinion better teachers for Canadian students than foreigners are. He has taught successfully in both public and high schools of Ontario, and is thus quite familiar with the working and requirements of our educational system throughout. Long connection with the press has given him a training in practical English which cannot but be of great value in the teaching of the subject. He has proved himself before teachers' institutes to have a thorough knowledge of the best methods of teaching every department of English. He lately conducted the institute in Oxford to the entire satisfaction of the members. I regard this as a severe test—much more severe than directing a class of University students in their English studies. * * *

D. H. HUNTER.

From A. Steele, B.A. (Tor.), Head Master and teacher of English in the Orangeville High School.

ORANGEVILLE, Jan. 5th, 1889.

* * * Mr. Houston took charge, as director, of one of the meetings of the Dufferin Teachers' Association, and gave several addresses on the study of English, taking up the several departments of the work—practical English, the scientific study of English texts, and the esthetic study of English literature. So far as I am able to judge, he followed right lines in the treatment of all these departments; and I know that all the other members of the convention were pleased with his work. English requires, I believe, for its proper treatment more extensive scholarship and more carefully developed critical judgment and taste than any other department of study; and Mr. Houston's wide and accurate information, not only in English but in cognate subjects, his experience in teaching, and his equally valuable experience as a journalist, fit him pre-eminently for the position of professor of English in our Provincial University.

ALEX. STEELE.

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From J. J. Magee, B.A. (Tor.), late Head Master of the Uxbridge High School.

PORT HOPE, Jan. 3rd, 1889.

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* * * I believe that Mr. Houston would perform the duties of Professor of English literature in University College in a very efficient and thorough manner, and that his appointment would be of great service in bringing about a better system of teaching English than that at present existing in many of the high schools of the Province.

J. J. MAGEE.

MURRAY.

From J. Turnbull, B.A. (Tor.), Principal of the Clinton Collegiate Institute.

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CLINTON, Nov. 27th, 1888.

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I have paid considerable attention to Mr. Houston's methods of treating the subject of English, as shown in his lectures before the Provincial Teachers' Association, and before other associations throughout the Province. Being an honor man in English in the University of Toronto, and having taught the subject since graduation for over twenty years, I have naturally been led to examine his methods, with a view to my own profit in the practice of teaching. As a result of this examination, I have to say that his views on the teaching of English are in keeping with the spirit of the times, and that if they were thoroughly known and acted upon in our various educational institutions an impetus would be given to the teaching of the subject which would result in permanent benefit. Where everything has been so carefully thought out it would be difficult to say what parts of his method of treatment are most deserving of commendation, but it may be said that in the public schools, and in the lower forms of the high schools, the "practical" in full, and the "scientific" to a considerable extent, are particularly valuable. I am in harmony also with the view that, in the case of an appointment to the chair of English in our Provincial University, home talent should receive due attention. It would not say much for our *alma mater* if a graduate could not be found capable of discharging the duties of the position with advantage to the country and honor to himself. I have great pleasure in recommending Mr. Houston as a graduate of the University, eminently qualified to fill the position.

HUNTER.

JAS. TURNBULL.

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From F. W. Merchant, M. A. (Vic.), Principal of the Owen Sound Collegiate Institute.

OWEN SOUND, Dec. 19, 1888.

I have very much pleasure in testifying to the benefit received by the teachers from Mr. Houston's visit to the West Grey teachers' institute. Not by giving formal lectures, but by following the methods of the true teacher, he succeeded in awakening interest in the study of English, and in assisting the teachers to better methods of dealing with it as a subject of training. He has, in my opinion, correct views of the practical value of the subject as a means of scientific and esthetic culture. His wide reading in literature and history should especially fit him for leading students in a broad and healthy literary course.

F. W. MERCHANT.

STEELE.

From P. C. McGregor, M.A. (Queen's), Head Master and English Teacher in the Almonte High School.

ALMONTE, Nov. 26th, 1888.

Wm. Houston, M.A., has been known to me for the past fifteen years, both as a teacher and as one who has made a deep study of the best methods of teaching many subjects, and especially English literature. I have had the benefit of being present at more than one teacher's institute which he conducted in this county. * * * At every institute held here Mr. Houston's teaching not only was approved of by the teachers in attendance, but opened their eyes to the fact that much of the labor spent on teaching the subject had been misspent because misdirected. In a few hours he managed to kindle an enthusiasm and love for our mother tongue, and to give valuable hints as to the best methods of teaching it to all grades of pupils, that will never be forgotten. * * * Mr. Houston teaches literature by reading literature, and reading not only obsolete works, but those also that give us the latest thought in the latest English. As a high school master who longs to see English assigned its proper place on our university and high school curriculums, I shall be delighted to learn that Mr. Houston has been appointed to the chair of English in our Provincial University.

P. C. MCGREGOR.

From Miss M. B. Bald, B. A. (Tor.), Teacher of English in the Brantford Collegiate Institute.

BRANTFORD, Nov. 21st, 1888.

I had the privilege of listening to Mr. Houston's exposition of English literature and language at the teachers' institute held here this year. Great pleasure and profit were experienced by all, owing to the masterly skill, clearness, and common-sense method made use of by Mr. Houston. Above all he showed himself a *teacher*. There can be no doubt that students under Mr. Houston's direction would become imbued with a love of English literature, and be able to form intelligent ideas on the subject. * * *

MAY B. BALD.

From W. F. Seymour, Esq., Commercial Master in the Brantford Collegiate Institute.

UNIVERSITY COLLEGE, Nov. 12th, 1888.

I have much pleasure in stating that I was present at the last meeting of the Brant County teachers' association, and had the privilege of hearing Mr. Wm. Houston explain his methods of teaching English grammar, composition, and literature, and that in my humble opinion these methods, if generally followed, would wonderfully improve the teaching of these subjects, and help to elevate them to that position which they should, but do not yet occupy. I consider Mr. Houston a teacher of rare merit, and worthy of the highest educational position which it is in the power of the state to bestow.

W. F. SEYMOUR.

English Teacher

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From J. R. Johnston, B. A. (Queen's), Head Master of the Carleton Place High School.

CARLETON PLACE, Jan. 2, 1889.

* * * I have twice had the pleasure of listening to Mr. Houston at teacher's institutes in this county, the last time in September, 1887, when I was president of the institute. Although on that occasion he was under the disadvantage of having to fill the entire programme himself, he held the undivided attention of those present to the close, and the greatest interest was manifested throughout. He impressed me as a man of rare ability, who had given a great deal of attention not only to the study of English, of which he seemed to have a profound knowledge, but to the best method of teaching it. In his three-fold treatment of the subject—including (1) practical treatment by way of composition, (2) esthetic treatment for the education of the taste, and (3) scientific treatment under such names as grammar, philology, rhetoric, and prosody—he gave to the term a larger and fuller significance than it usually receives at the hands of high school teachers and university professors. I trust that in the interest of education Mr. Houston will receive the appointment for which his ability, scholarship, and experience as an educator so eminently fit him.

J. R. JOHNSTON.

From W. Briden, B.A. (Queen's), Principal of the Ingersoll Collegiate Institute.

INGERSOLL, Nov. 19th, 1888.

At a meeting of the Oxford teachers' institute in October last, I had the pleasure of hearing Mr. W. Houston state his views respecting the value and scope of "English" for educational purposes. With those views I am in hearty sympathy. I think that hitherto English has not received the attention that its merits demand. I therefore am pleased with the efforts Mr. Houston is making to effect a change in the position of English as a means of literary culture. I also agree with him in his views as to the methods to be employed in teaching English. I should like to see the lecture system of teaching English abandoned altogether in colleges, and a more rational method introduced. It seems to me that grammar, rhetoric, and philology should be studied inductively from the writings of authors, rather than from text books upon these subjects. Constant practice in the art of expression should be required of the student. A love of literature should be fostered by bringing the student into actual contact with the works of literary artists. From what I have seen of Mr. Houston's work, I believe that he possesses in a high degree the skill and ability necessary to a successful teacher of English.

W. BRIDEN.

From E. J. McIntyre, B.A. (Tor.), Modern Language Master in the St. Catharines Collegiate Institute.

ST. CATHARINES, December, 1888.

* * * Mr. Houston's views as to what should be taught in English, and his method of teaching, are quite in keeping with the opinion and

practice of the best educationists. He has been very active in promoting the cause of education throughout the Province. His work among the teachers' associations has been very valuable. Apart from the vigor and scholarship that Mr. Houston would bring to the department of English in University College, his appointment would be eminently satisfactory to the teaching profession all over the country. In public and high schools he is well known and well thought of. Already he has done much towards keeping University College in relations of intimacy and sympathy with our schools; as professor, he would be in a position to render more effective service than any foreigner possibly could, in promoting that harmony which ought to prevail throughout our educational system. * * *

E. J. McINTYRE.

From N. Robertson, B.A. (Tor.), Head Master of the Kincardine High School.

KINCARDINE, Nov. 23rd, 1888.

Mr. Wm. Houston is reputed to be, and I believe him to be, an excellent English scholar. That he would succeed as a teacher of literature seems to be proved by the fact of his success at the meetings of teachers' associations, at which he has given very fully his views on the teaching of literature, philology, and grammar. I was present at one of these meetings, and had thus an opportunity of observing his mode of dealing with selections in literature, the analysis of which seemed to be conducted with skill. His wide acquaintance with literature, and his success in creating a love for it in others, point him out as an eligible candidate for the chair of English literature in the Provincial University. * * *

N. ROBERTSON.

From D. C. McHenry, B.A. (Vic.), Principal of the Cobourg Collegiate Institute.

COBOURG, Nov. 14th, 1888.

During the past few years, I have on several occasions had the privilege of hearing Wm. Houston, M.A., at our Provincial Teachers' Association, and at our county institutes, on his favorite themes in "English." I regard Mr. Houston as a model of tutorial skill. He is lucid and impressive, and his remarks are so replete with valuable information as to make his addresses highly entertaining and profitable. The methods he advocates are commendable, especially because of their being in harmony with the best modern style of dealing with English; and they are of that thought-compelling character which must encourage independence and thoroughness. I believe that the teachers of Ontario would regard with great favor the appointment of Mr. Houston to the chair of English in the Provincial University.

D. C. McHENRY.

From T. O. Page, B.A. (Tor.), Head Master of the Waterdown High School.

WATERDOWN, Nov. 15th, 1888.

As teacher of English in this school, I should like to see Mr. Wm. Houston fill the chair of English in University College, for these reasons: (1) As a writer and lecturer he has done more than any other man I know, not only to show the best method of teaching English, but also to create the enthusiasm which at present exists in the schools of Ontario with regard to the value of English in any course of study; (2) as a teacher of English, he possesses the faculty of saying just what is necessary to make his points clear without a multiplicity of words; (3) Mr. Houston is thoroughly in sympathy with everything Canadian, but especially with our educational system.

T. OTWAY PAGE.

From L. Kinnear, B.A. (Tor.), Head Master of the Cayuga High School.

CAYUGA, Nov. 30th, 1888.

During my experience in this county as a high school teacher I have heard Mr. Houston deliver a series of lectures upon the subject of English, and I take pleasure in expressing the common opinion of the teachers, with many of whom I have conversed, as to the lecturer's ability as an English scholar and teacher. * * * Mr. Houston's methods are based upon true principles. It may be added that the lecturer showed himself thoroughly familiar with all the modern authorities of note, who have written upon this subject. Personally I feel satisfied that Mr. Houston is one of the foremost practical English teachers in this country, and that he would do credit to the chair of English in the University of Toronto.

L. KINNEAR.

From Miss H. Charles, B.A. (Tor.), Modern Language teacher in the Seaforth Collegiate Institute.

SEAFORTH, Dec. 1st, 1888.

I was present at Wingham, as a member of the North Huron teachers' association, when Mr. Houston gave a series of lectures on the teaching of English. My opinion, based on what I heard and saw at that time, is that Mr. Houston displayed, in a high degree, the qualities necessary in a teacher. He succeeded in awakening in his audience a lively interest in his subject, and experienced no difficulty in carrying them along with him throughout the whole series of lectures. He has a firm belief in the indispensability of a thorough training in English as part of a liberal education—a training which must consist not only in acquaintance with the writings of our best authors, but in constant practice in the use of the language. In his recognition of the necessity of encouraging the latter, and of fostering the creative faculty in the field of literature, Mr. Houston is certainly abreast of the times, and would undoubtedly fill admirably any position for which such recognition is a necessary qualification. * * *

H. CHARLES.

From D. F. H. Wilkins, B. A. (Tor.), Head Master of the Beamsville High School.

BEAMSVILLE, Jan., 1889.

* * * Let me say that I heartily approve of your plan of presenting the subject. There is no reason, so far as I can see, why English should not be made as lively and as living a topic as any branch of the natural sciences. In my humble way I have tried to follow this plan in the school work,—that is, I have endeavored to throw away all mere rules, as rules, and to make the students discover every principle inductively. * * * That I have succeeded in breaking down even to some extent "rule of thumb" methods of learning, has given me great encouragement. I must therefore say that I am heartily pleased to hear that if you succeed you will carry out the same plan on the large scale at the University. A lecture or two occasionally is all very well, but the lecture system cannot accomplish what your method aims at.

D. F. H. WILKINS.

From J. Henderson, M.A. (Tor.), Principal of the St. Catharines Collegiate Institute.

ST. CATHARINES, Dec. 24th, 1888.

I have very much pleasure in stating that I have known Mr. William Houston for over twenty years. * * * When he was headmaster of the Beamsville high school I had frequent opportunities of forming a correct estimate of his abilities as a teacher, and I may say that my own high estimate was strengthened by the opinion of the board of high school trustees. I have heard Mr. Houston lecture only once before a teachers' institute, when his lectures on English were thoroughly appreciated. Mr. Houston is a Canadian, in thorough sympathy with our national life and educational system, and as a Canadian who has grown up with and knows the wants of our secondary schools, he would be a valuable aid in directing the teaching in our higher English, if he were appointed to the chair of English in the national university.

JOHN HENDERSON.

From Miss M. P. Symington, Assistant Teacher in the Brighton High School.

BRIGHTON, Dec. 3rd, 1888.

I had the pleasure of listening to W. Houston, M.A., at Cobourg, when he addressed the teachers of Northumberland county, and as I had been a teacher of English in our high school I appreciated his remarks. He expressed his belief that in future, on account of its fitness, English would take a more prominent position as a means of culture. I was pleased with the clear and agreeable manner in which each subject was placed before the audience.

M. P. SYMINGTON.

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From C. W. Harrison, M.A. (Vic.), Head Master of the Dunnville High School.

Jan., 1889.

DUNNVILLE, Dec. 1st, 1888.

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I attended the Haldimand County teachers' institute last year, and had the pleasure of hearing William Houston, M.A., discuss the subjects of English literature, philology, and grammar. I was very much impressed with his wide reading, thorough scholarship, and teaching ability. He is both orthodox and original in both matter and methods. He has an exceedingly clear mind and most suitable expression, both in articulation and the choice of language. From conversation with a number of teachers who have heard him I am sure that his appointment to the chair of English in the University of Toronto would give universal satisfaction. His common-sense views would soon affect all our schools to their advantage.

WILKINS.

C. W. HARRISON.

ines Collegiate

From G. S. Wright, M.A. (Tor.), Ph.D., Head Master of the Belleville High School, and formerly Professor for fifteen years of English and Modern Languages in Albert College, Belleville.

24th, 1888.

BELLEVILLE, Jan. 10th, 1889.

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Mr. William Houston, M.A., was present at the South Hastings teachers' institute in May last, and gave a very comprehensive and intelligent exposition of methods in teaching English grammar and literature. His discourses on both days were appreciated by the teachers present for the clearness and common sense which marked them throughout, and I was especially pleased with the interest infused, and the plain directions afforded us as teachers for exciting the same interest in our pupils. I have had long experience as a teacher, and I am under obligation to Mr. Houston, for his systematic analysis of difficulties in philology and literature, and for his lucid and scientific explanation of the most effective modes of presenting them to pupils. His elegant scholarship, and wide reading show to advantage in the brevity and concise neatness with which he fixes his explanations on the minds of his hearers.

NDERSON.

GEO. S. WRIGHT.

Brighton High

From I. J. Birchard, M.A. (Tor.), Ph.D., Mathematical Master in the Brantford Collegiate Institute.

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BRANTFORD, Nov. 28th, 1888.

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I have pleasure in bearing testimony to the ability displayed by William Houston, M.A. in conducting the Brant County teachers' institute. The subjects which he introduced were grammar, philology, rhetoric, composition, and literature, all of which he discussed in a clear and practical manner, showing his intimate acquaintance with the most successful methods of teaching. I heartily endorse the views he so clearly presented on that occasion, and believe that it would be highly beneficial to the cause of literary education in Ontario, to have them practically applied in all our educational institutions.

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I. J. BIRCHARD.

From G. D. Wilson, M.A. (Tor.), Head Master of the Glencoe High School.

GLENCOE, Jan. 12th, 1889.

I believe that Mr. William Houston is well qualified by his scholastic attainments, his knowledge of pedagogics, and his experience in teaching, to fill the chair of English at Toronto University.

G. D. WILSON

From Miss J. Carnochan, English Teacher in the Niagara High School.

NIAGARA, Dec. 9th. 1888.

Having had the pleasure and profit of attending a summer class taught by William Houston, M.A., I have great pleasure in bearing witness to the marked ability displayed by the lecturer in the various divisions of English. Not the least pleasing feature was the deep interest manifested by the members of the class, showing no ordinary powers on the part of the lecturer in commanding and retaining their attention. In philology, versification, and subtle appreciation of the thought of the writer, the lecturer seemed equally at home, and I can congratulate any class fortunate enough to enjoy his instruction in the department of literature.

J. CARNOCHAN.

From N. J. Wellwood, M.A. (Tor.), Head Master of the Oakville High School.

OAKVILLE, Dec. 22nd, 1888.

Learning that W. Houston, M.A., is a candidate for the chair of English in Toronto University, I have much pleasure in testifying that during the greater portion of his life he has been a zealous student of English, and is well known as both a teacher and a writer. He is alive to the importance of good relations between the secondary schools and the University, and as he exercised an influence in that direction when a member of the Senate, he would if he occupied the chair of English be much more useful in maintaining the efficiency of the educational machinery of the Province. * * *

N. J. WELLWOOD.

From J. McMurchie, B.A. (Tor.), Head Master of the Harriston High School.

HARRISTON, Nov. 26th, 1888.

* * * I take the opportunity of expressing the hope that so distinguished a graduate of the University, and one so well qualified to fill the position, may receive the appointment. It would be an encouragement to Canadian scholars, should your talents and scholarship be recognized in this way, and I am sure it would give great satisfaction to the teaching profession generally to hear that one who has been so helpful to its members as you have been, has been raised to a position of greater educational influence. * * *

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From R. K. Orr, Assistant Master in the Bowmanville High School.

BOWMANVILLE, Nov. 6th, 1888.

I have been acquainted with Mr. William Houston for about fifteen years, and have had frequent opportunities of judging his ability as a speaker and a writer. His lectures before the Ontario County teachers' association this year were very satisfactory to all present, and though there might be some who dissented from the views advanced, there were none who did not admire the masterly manner in which they were presented. As a thorough Canadian, and a distinguished graduate of our University, I feel sure that a very large number of the teachers of the Province, and of the graduates of the University of Toronto will unite with me in urging his appointment to the proposed chair of English.

R. K. ORR.

From W. D. Johnston, B. A., (Tor.), Head Master of the Cornwall High School.

CORNWALL, Nov. 28th, 1888.

As a fellow-student of Mr. William Houston at University College, I have some knowledge of his academical standing. His attainments in English were considered by the best men of his time to be of a very high order, as was repeatedly shown at the University examinations, where he easily distanced all his competitors. His subsequent career has been of such a character as to continually ripen and improve upon the work which he did at college. He has kept in touch with the teachers of the Province, and has done excellent service in connection with the different teachers' associations. I would consider his appointment to the chair of English in the University of Toronto as one of the very best that could possibly be made, and one likely to be eminently satisfactory to the high school teachers of Ontario.

W. D. JOHNSTON.

From J. Millar, B. A., (Tor.), Principal of the St. Thomas Collegiate Institute.

ST. THOMAS, Nov. 18th, 1888.

* * * To high attainments as a graduate of the Provincial University Mr. Houston has added several years of extensive reading in various departments of literature, but more especially in lines pertaining to the English language and English literature. * * * The width of his views in the whole range of literature, and the systematic manner in which he deals with the entire scope of the language, fit him to assume the direction of the important work connected with the chair of English. * * * It is very desirable that one who secures the position should have competence as a teacher. Along with Mr. Houston's experience of previous years in this capacity, he has lately done valuable work as conductor of teachers' institutes, dealing with the teaching of English. Last April he had charge of the institute in this county, and I had pleasure in noticing the lucid manner in which he dealt with the subject before some two hundred

teachers and students. His classification of English in its various departments, and his wide grasp of the entire subject, made the five lectures given by him a source of great profit to those who heard him. From the relations of secondary education to the national university, I believe that Mr. Houston's acquaintance with the requirements of our high schools and collegiate institutes would give him an important additional qualification for the professorship of English.

JOHN MILLAR.

From J. E. Wetherell, B.A. (Tor.), Principal of the Strathroy Collegiate Institute (one of the Training Institutes).

STRATHROY, Nov. 21st, 1888.

* * * I hereby certify that, in my opinion, W. Houston, M.A., is entirely qualified to fill the important post. My reasons for speaking favorably of his candidature are briefly these : (1) He is a Canadian, and the time has come for recognizing the fact that, if other things are equal, a Canadian can reach the sympathies and develop the faculties of our own youth better than one who comes to us from abroad ; (2) Mr. Houston has had experience as a teacher in our high schools, and thus knows the needs of the young men and women who go up from our secondary schools to the University ; (3) Mr. Houston, for the last two or three years, has had much experience as a lecturer on the subject of English ; his good work at the teachers' institutes, in the matter of improved methods of teaching English, has given him a brilliant reputation ; (4) Mr. Houston is an excellent English scholar ; for many years he made the study of English literature a specialty, and his ripe scholarship would stand him in good stead, should he be appointed to the English chair in the University ; (5) Mr. Houston's personal characteristics peculiarly fit him for the position for which he is an applicant. His energy is boundless, and his versatility is remarkable. His uniform geniality puts him in touch with the young. His educational ideas are thoroughly modern and practical. If Mr. Houston should be successful in the application which he now makes, I have no fear for the future of English studies in the University, and I believe he would still continue to make the influence of his personality felt for good in every pulse and vein of our educational system.

J. E. WETHERELL.

From P. S. Campbell, B.A. (Tor.), Principal of the Hamilton Collegiate Institute (one of the Training Institutes).

HAMILTON, Nov. 27th, 1888.

My acquaintance with William Houston, M.A., and with his work, warrants the conviction that, if appointed, he would fill with credit and ability the new chair of English in University College. Mr. Houston's brilliant college career, his many years of journalistic experience, his untiring and enthusiastic study of English since he left college, eminently qualify him, in my judgment, for the position for which he is an applicant.

P. S. CAMPBELL.

From G. A. Chase, B.A. (Tor.), Principal of the Ridgeway Collegiate Institute.

RIDGETOWN, Nov. 20th, 1888.

* * * The progress that of late years has been made in the study of English literature, Mr. W. Houston has not only sympathized with, but has taken an active part from the very first in promoting. His methods of instruction, slowly and tentatively worked out, and of late fully developed before the teachers' institutes of the Province, are for the most part in complete harmony with those of the leading English masters, and where they are otherwise, the difference is rather in detail than in principle. Mr. Houston is everywhere recognized as an able and enthusiastic teacher—one who would introduce and carry out much needed reforms in the teaching of the subjects that belong to the chair for which he is a candidate. His appointment to this chair would be regarded by the teaching profession of the Province as a recognition of persevering, enlightened, and enthusiastic work, and as a guarantee that English and English literature shall henceforth receive the prominence in the curriculum of studies of both college and school, that their importance demands.

GEO. A. CHASE.

From J. Morgan, B.A. (Tor.), Head Master of the Walkerton High School.

WALKERTON, Jan., 1889.

I have for a considerable time been acquainted with Mr. Houston's views on the teaching of English literature. From my knowledge of his opinions, I have no hesitation in saying that I believe he would, if appointed to the chair of English literature in Toronto University, make this study one of the most stimulating and profitable of the course. In addition to a thorough knowledge of the subject, he has enthusiasm and teaching power such as mark only the true teacher.

J. MORGAN.

WALKERTON, Jan. 15th, 1889.

A copy of the Knox College *Monthly* reached me on Saturday last. I have read your article on English, and I am glad to state that generally I heartily agree with your views in the matter of teaching English in colleges. I have paid special attention to the teaching of English, and have read a great deal of what has been written as to the principles and methods to be pursued in the teaching of the subject, but find myself in fuller agreement with your views than with those of any one of the writers on the subject. That the principles you lay down are sound, I have not the slightest doubt. What you say on the esthetics of the subject I consider particularly good. I cannot understand how it is that the carrying out of your views should be considered impracticable. Possibly under present conditions in colleges there may be a measure of impracticability, but the conditions should be made to conform to carrying out in the fullest way sound principles of instruction.

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From W. Tytler, M.A. (Tor.), Principal of the Guelph Collegiate Institute.

GUELPH, 16th Nov., 1888.

* * * Mr. Houston's University course was an exceptionally brilliant one. At its close he did not, as many do, abandon the favorite pursuits of his student years for the more practical employments of life. He has, ever since he graduated, continued to devote his great talents and his untiring energy to the subjects that chiefly attracted him at College. The result is, that in these subjects, and especially in the various departments of the study of English, he is at this day regarded as an authority, and his opinions are admitted to be of the greatest weight. It is chiefly in connection with various teachers' institutes of the Province that his most valuable work in this line has been accomplished; and it would be difficult to estimate the value of the lessons which during the last two years he has taught the teachers of Ontario. The methods he so ably advocates would, if generally adopted, effect a revolution in the study and teaching of English. I have listened with much pleasure to his able and lucid exposition of the plans he recommends, and of the principles on which these are founded. Mr. Houston has evidently pondered the question long and carefully, and the result is a familiarity with his subject which makes him extremely effective in presenting his views to an audience. His addresses to the teachers of the country assembled in their annual conventions have, I believe been universally approved. * * * Mr. Houston condemns in the strongest terms the present system of teaching text book rules and principles as a basis for the future work of the pupil. This, in his opinion, is beginning at the wrong end, and the process should be reversed. Actual practice in composition, and study of the writings of good authors are what the pupil should first attend to. From these he will be able gradually to derive the principles of grammar and rhetoric. In this respect, Mr. Houston is in line with the leading educational reformers of the day, and his advocacy of their views cannot but have a powerful influence in recommending them to teachers of our high and public schools. His extensive and varied reading; his thorough acquaintance with the history, philology, and phonetics of the language; his experience as a teacher, and as a public advocate of the most improved methods of teaching; his zealous devotion to study amidst the engrossing duties of a busy life—all these recommend him very strongly as one well fitted to occupy the position of instructor in English in any institution of learning.

W. TYTLER.

From A. Carruthers, B.A. (Tor.), Classical Master in the Parkdale Collegiate Institute.

SEAFORTH, NOV., 1888.

It gives me much pleasure to state that William Houston, M.A., conducted with great success the teachers' institute of North Huron, held at Wingham, last month, taking for his subject, the treatment of English considered from three points of view—the practical, the scientific, and the esthetic. * * * The subject was handled in masterly style. Mr. Houston's treatment of composition being specially effective, and well calculated to awaken thought and promote an intelligent discussion amongst his hearers, who seemed to feel that the teaching of English in

our province has too long had a tendency to develop the critical faculty at the expense of the creative. In addition to Mr. Houston's excellent arrangement and lucid treatment of the subject he showed a remarkable aptitude for teaching, and succeeded in holding the attention and keeping up the interest of the teachers and others assembled, for the greater portion of two days, on the one hand clearly and forcibly expressing his own views on the topics under discussion, on the other hand, by judicious questioning, eliciting an intelligent expression of opinion from his hearers. * * * The consensus of opinion in our convention was that Mr. Houston possesses in a high degree all those qualities that go to make a successful public instructor—especially a teacher of teachers—and I am sure that his appointment to the chair of English would be hailed with delight by those who have enjoyed the privilege of hearing him lecture on his favorite subject, and especially by all the graduates of my acquaintance in this part of the Province.

A. CARRUTHERS.

From W. Rothwell, B.A. (Tor.), Head Master of the Dutton High School.

DUTTON, January, 1889.

It was my privilege to attend a teachers' institute, held in St. Thomas during the summer of 1888, of which Mr. Wm. Houston was director. I had frequently listened to directors of institutes, to the leading educationists of Ontario, and once to an American author of some repute on educational topics; but never was I more pleased and profited than on that occasion. His expositions were characterized by brevity, force, and clearness. His methods were original and suggestive. I am convinced that a student of even average ability under Mr. Houston's instructions would be drawn towards the practical use of the English language in composition, towards the study of its prose and poetical literature, and thus reap in mental culture the rich harvests that lie everywhere around awaiting the gleaner.

WILLIAM ROTHWELL.

From A. H. Watson, M.A. (Tor.), Head Master of the Vankleekhill High School.

VANKLEEKHILL, Jan. 10th, 1889.

W. Houston, M.A., who is a candidate for the chair of English in University College, is eminently qualified for the position by his high literary attainments, and by his knowledge of how the subject should be taught. How to teach this subject is now the great problem before the educational reformers of this Province. Of the various systems that I have seen advocated in our journals and elsewhere, none have so highly commended themselves to me as the method advanced by Mr. Houston. This method I have tried with my classes for the last year, and I am fully satisfied with the result. I believe that if Mr. Houston is elected to the position of professor of English in University College, a much-desired change will be effected in the teaching of this subject in this Province.

A. H. WATSON.

From J. M. Dunn, M.A., L.L.B. (Tor.), Head Master of the Welland High School.

WELLAND, Jan., 9th, 1889.

* * * In 1887, Mr. Houston was delegated by the Education Department to take charge of the Welland County teachers' institute. I was present at all the meetings of the institute, and had therefore ample opportunity of judging how he discharged his duties. I was much struck with the several addresses which he delivered. These, while they manifested much originality of thought, were thoroughly practical in their character. It is true that to some his views, because novel and unexpected, may have appeared at first somewhat paradoxical; but so clearly did he enunciate and explain these views, and so effectively did he maintain them by close reasoning and sound arguments, that the teachers and other educationists present fully realized that what was seeming literary heterodoxy, was in reality originality of thought expressed in an original manner.

* * * I may say, too, that at different times I have had the pleasure of conversing with Mr. Houston upon English literature generally, and the impression left upon my mind is that he is a man of superior culture, of wide and varied attainments, singularly well versed in the origin, structure, and peculiarities of the English language, and possessed of a rare aptitude in imparting to others what he himself knows. I need hardly say that Mr. Houston's experience in the school-room, his lengthened connection with the press, and his lecturing before teachers' institutes must, in view of his other qualifications, fit him in a marked degree for the chair of English literature which is about to be established in University College. * * *

J. MURISON DUNN.

From C. Clarkson, M.A. (Tor.), Principal of the Seaforth Collegiate Institute.

SEAFORTH, Dec. 3rd, 1888.

I learn with pleasure that you are a candidate for the professorship of English in Toronto University. A thoroughly competent teacher ought to hold that chair. The influence of the teacher will far outweigh that of any mere scholar. I look upon you as well qualified in both respects for the important position. I had an opportunity of forming a definite opinion of your scholarship and your teaching power, while I was on the staff of the Toronto Normal School. I heard you deliver there, before a large class of students, lectures on English that were the best of the kind I have ever listened to. You seemed to me to have chosen a thoughtful, conversational style of expression that suggested even more than was said. Your lectures were educational in the best sense, because they commanded attention and excited interest in the thought rather than in the speaker. The luminous ideas you communicated were like seeds that went on developing in the soil where you had securely planted them. As an exhibition of high teaching power they were exceedingly interesting to me. You seemed to be merely thinking aloud, and the logical connection of each idea was made so clear that many of the inexperienced students were under the impression that you were teaching a simple subject. Your deliberate utterance gave time for thought and made your teaching impressive and easily remembered. The absence of all artifices for cap-

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turing attention, the breadth of scholarship displayed, the maturity of thought exhibited—these were points of excellence that I specially noticed at the time. * * * You scarcely made any appeal to the mechanical memory of the ear, you appealed continually to the logical memory of clear ideas. On this ground I do not hesitate to predict that you will be able to hold the steadily increasing attention of college classes from month to month. I noticed particularly that the longer you spoke the more the interest and the attention grew, and I feel certain that this will be true of your whole course of lectures. The contact of living thought, such as you produced in those lectures, will command an interest that cannot die out; whereas a more rhetorical and artificial style will lose most of its charm for the average undergraduate before the end of the twentieth lecture. I have watched your course with interest for nearly twenty-five years, and I do not know any one else so well qualified for this professorship. You have always taken a warm interest in University affairs, you have kept yourself well-informed on the educational affairs of other countries, and your influence has always been on the side of liberal progress. Your whole training has fitted you for this work. * * *

CHARLES CLARKSON.

From A. Andrews, Esq., Head Master of the Niagara High School.

NIAGARA, Nov. 15th, 1888.

Mr. Houston's treatment of English before the teachers' institute held here last August on the Niagara Assembly grounds invested the subject with lively interest for all the class, giving evidence of rare professional skill in his method of presenting this study with a view to practical composition, intellectual improvement, and the cultivation of literary taste. His ripe scholarship, extensive reading, journalistic experience, intimate knowledge of the country's educational institutions, ready utterance, and aptitude to teach, peculiarly qualify him to fill the new chair of English in University College.

ALBERT ANDREWS.

From L. A. Kennedy, M.A. (Tor.), Head Master of the Farmersville High School.

FARMERSVILLE, Dec. 10th, 1888.

It gives me much pleasure to know that you are a candidate for the chair of English in University College. For several years I have admired the way in which you deal with the teaching of English subjects. The interest that is now taken in the study of English in the schools of this Province is due largely to efforts put forth by you, not only at meetings of the University Senate, but also at many teachers' institutes. You have the sympathies of the teachers of the Province. I know of no other University appointment that has been of so great moment to them as the present one. I am sure that both the high and the public school teachers of Ontario would hail with delight the announcement that you had received the appointment to the chair of English in University College.

L. A. KENNEDY.

From W. McBride, M.A. (Tor.), Principal of the Stratford Collegiate Institute.

STRATFORD, Nov. 24th, 1888.

I have known William Houston, M.A. for many years and have had many opportunities of finding out how extensive is his knowledge of the various departments in the study of English. At the recent teachers' institute for Perth county, Mr. Houston acted as "director," and during the sessions delivered several addresses on English subjects in a most lucid and interesting manner. His enthusiasm, and the ease with which he expressed so many beautiful thoughts, fairly captivated his audiences, and he won for himself golden opinions as an expounder of English subjects. * * * From what I know of Mr. Houston's extensive reading, his excellent judgment, and his intimate knowledge of university matters, I think him a most eligible candidate for the position to which he aspires in Toronto University, and which, I am convinced, he could fill with credit to himself and to the University. * * *

WM. McBRIDE.

From W. W. Tambllyn, M.A. (Tor.), Principal of the Whitby Collegiate Institute.

WHITBY, Nov. 14th, 1888.

I have great pleasure in stating that I had the opportunity of hearing Mr. W. Houston, a distinguished graduate of Toronto University, give his views on literature, grammar, and composition, in fact, on English generally, at the teachers' convention held here last month, for the county of Ontario. When I say that I was highly satisfied with the able and lucid manner in which he treated his subjects, I think that I voice the opinion of the great majority, if not all, of the large number present. Before that time I felt that he was well qualified for the post in English which he seeks in Toronto University, and this feeling was greatly strengthened by the way in which he acquitted himself here. I would be much pleased to see him get the position sought, and it appears to me that the study of English in our high schools and colleges would be much improved thereby.

W. W. TAMBLYN.

From A. W. Wright, M.A. (Tor.), Modern Language Master in the Galt Collegiate Institute.

GALT, Nov. 19th, 1888.

It gives me great pleasure to bear testimony to Mr. Houston's qualifications for the new chair of English in Toronto University. Through his writings and addresses I have been acquainted with him for many years, and have come to have the highest regard for him as a scholar, as a teacher, and as a man. Several years ago, I had the privilege of hearing him speak on the subject of English before the Ontario Teachers' Association, and have had several opportunities of becoming acquainted with his ideas on the subject since, more particularly last year, when he

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Houston's qualification. Through him for many m as a scholar, the privilege of ntario Teachers' ning acquainted t year, when he

discussed it in various aspects before the Waterloo Teachers' Association here. His addresses, or rather conversations, have been of great advantage to me as a teacher, and the longer I teach the more certain I am that he is on the right track with respect to English studies. I entirely agree with him that English ought to be taught practically and incessantly through composition; that it ought to be taught scientifically—that is, by the method of investigation—through grammar, philology, rhetoric, and prosody; and that it ought to be taught esthetically through the careful and constant study of works of literary and artistic merit. That Mr. Houston would bring about a much needed change in the direction indicated I make no doubt. Instead of delivering rapid and pointless lectures, he would do genuine class work on the seminary plan, at which he has become an adept through practice at teachers' institutes. As an examiner, by the practical and sensible nature of his questions he would stimulate the right kind of work on the part of the student, whose sympathy and coöperation he would be sure to win. He is in perfect touch with our whole educational system, and his influence would be felt for good from its apex to its foundation. In my humble opinion no better selection could be made.

A. W. WRIGHT.

From Eliza Balmer, B.A. (Tor.), Teacher of Modern Languages in the Strathroy Collegiate Institute.

BRANTFORD, December, 1888.

Having been present at the series of addresses delivered by Mr. Houston at the 'teachers' institute held in Brantford in June last, I can testify to the great value of the system of teaching English recommended by him to the teachers of the Province. Recognizing that education should properly lead the mind to the exercise of its own powers of judgment and production, he shows that the study of English will have this scientific value, if, instead of forcing upon the mind a mass of principles of grammar and rhetoric prior to their exemplification, we exercise it by careful observation of the language in use, so that with intelligent guiding it may arrive by its own efforts at an understanding of structural arrangement and qualities of style, and at a discernment of the highest beauties of literature. The practical work of composition, which should accompany this course of carefully directed observation and comparison, will lead inevitably to self-improvement.

* * In exemplifying his method, Mr. Houston shows that he is himself admirably fitted to bring about its good results in practice, for with perfect clearness and simplicity he guides the learner from step to step along the way of independent thinking. As it is greatly desirable that the study of English should become widely this source of strength and enjoyment, I earnestly hope that Mr. Houston's theories and personal skill may be given the opportunity of wide influence which his admission to our University professoriate would ensure.

ELIZA BALMER.

From J. C. Harstone, M. A. (Tor.), Principal of the Lindsay Collegiate Institute.

LINDSAY, Nov., 1888.

This is to certify that I have attended one of the teachers' institutes which Mr. Houston has held in the Province. I believe I am safe

in stating that the teachers present at that meeting were exceedingly pleased and favorably impressed with his work in English, that the plan of study mapped out by him in his lectures met with very general approval as a rational and scientific plan, and that a very great number left the meetings with new and better ideas as to the best methods to pursue in the study of English. * * * I consider that Mr. Houston's great strength consists in his fearlessness in contradicting recognized authorities when he considers contradiction necessary, and in his recognition of the fact that for true self-development each person should be his own authority. I believe that for the training of young men there should be a man in charge who is not the mere echo of the opinions of others, but who has opinions of his own, and who has sufficient grasp of his subject to be able to appeal to the intellectuality of his hearers for confirmation of his opinions. Mr. Houston's ability for work and his enthusiasm in his work are so great that students in his classes would be forced to become workers.

J. C. HARSTONE.

From Miss E. S. Fitzgerald, B.A. (Queen's), Principal of the Stamford High School.

NIAGARA FALLS SOUTH, Nov., 1888.

I hereby certify that it would give me great pleasure to see W. Houston, M.A., appointed to the new chair of English in Toronto University. His exceptionally brilliant course at College and his scholarly attainments alone would distinguish him as a worthy candidate for the position; but what especially recommends him is his ability to impart his knowledge. Judging from the work that Mr. Houston has done in connection with teachers' institutes, from the active interest he has always taken in educational matters, and from the powerful influence he has always exerted in all measures of advancement and reform, I am sure that the best results would follow his appointment, and I should be glad to hear of his success.

E. S. FITZGERALD.

From L. E. Embree, B.A. (Tor.), Principal of the Parkdale Collegiate Institute.

PARKDALE, Jan. 18th, 1889.

I regard William Houston, M.A., as one of the most distinguished graduates of the University of Toronto, and this opinion is based not so much on his university course, although a brilliant one, as on his subsequent career. As public school teacher, high school teacher, university examiner, member of the University Senate—and I might add college professor, for he has delivered extramural lectures to college students on political economy and cognate subjects—Mr. Houston has become intimately acquainted with all departments of educational work in Ontario. Having been associated with him for three years on the Senate of the University of Toronto I know whereof I affirm when I state that no other member of the Senate during that period showed fuller knowledge of the requirements of university education in all its departments, or advocated so many useful reforms which have been embodied in the statutes of the University. Mr. Houston is one of the most progressive of the English scholars of Ontario, and in the performance of his occasional duties as

director of teachers' institutes he has done excellent work in stimulating teachers to employ more rational methods in the study and teaching of English. He possesses the teaching faculty in a high degree. He is always master of his subject, presents his thoughts in a clear and simple manner, and, an enthusiast himself, he inspires others with his enthusiasm. A man of sterling character, of indomitable energy, of ample learning, and of liberal and independent views, Mr. Houston is well fitted to fill a high educational position, and I am sure that his elevation to such a position would be gratifying to the friends of modern culture in Ontario.

L. E. EMBREE.

From J. W. Connor, B.A. (Tor.) Head Master of the Berlin High School.

BERLIN, 16th Jan., 1889.

Understanding that you are a candidate for the professorship of English in University College, I write to express my belief that your appointment would be pleasing to the teachers of Ontario. The addresses you have for some years been delivering before various gatherings of teachers, have given rise to a widespread conviction that you are as well fitted to treat the language on its practical and on its literary side, as you have long been known to be profoundly versed in its history and philology.

J. W. CONNOR.

From A. Sinclair, M.A. (Tor.), Head Master of the Windsor High School A. McNeill, Esq., English Master in the Windsor High School; Th. Girardot, Public School Inspector for North Essex; and C. H. Ashdown, Esq., Principal of the Sandwich Public School.

WINDSOR, Nov. 28th, 1888.

We, the undersigned, have much pleasure in recording our testimony to the efficiency of Mr. William Houston, M.A. as a teacher of English. At the annual convention of the North Essex Teachers' Association, held in Windsor in April, 1887, Mr. Houston delivered a course of five lectures on English, under the heads of composition and rhetoric, literature, grammar, philology, and orthoëpy. It is our opinion that the method employed by Mr. Houston is such as will develop in the most systematic manner all the mental faculties of the student. In beginning each lecture he by way of introduction ascertained by a few leading questions what the teachers knew, that he and they "might have," as he aptly put it "some common ground on which to meet," and then in a way at once conversational and logical, he advanced his students to a truer appreciation of his subject. We found his style admirably adapted to the work he undertook. It was anything but dogmatic, and yet his information was so varied, his familiarity with his topic so evident, that all the teachers felt they were in the presence of a master. And, better than all, running through the whole course of lectures was that love for his subject and sympathy with his hearers without which no man can be a truly successful teacher.

TH. GIRARDOT.
A. SINCLAIR.
A. MCNEILL.
C. H. ASHDOWN.

From J. Dearness, Esq., P. S., Inspector for East Middlesex.

LONDON, 10th Nov., 1888.

The appointment of Mr. Wm. Houston, M.A., to the chair of English literature in University College would, I am sure, meet with the hearty approval of educators of all ranks in this section of the province. His scholarly treatment of English subjects at institutes has proved an inspiration to the teachers, and has directed their efforts along lines that have in many instances made the teaching of language the most pleasant and useful part of the round of instruction. I have heard Mr. Houston deliver addresses on many occasions, and, as an inspector daily engaged in criticizing methods, I was more forcibly, than with his matter, struck with the skill manifested in the application of the most approved pedagogical methods to the development and illustration of his themes. Familiarity with the art of his lectures would, scarcely less than the knowledge they convey, be invaluable to students who are to become our public and high school teachers.

J. DEARNESS.

From Dr. Curry, B.A. (Tor.), P. S. Inspector for Haliburton.

MINDEN, Nov. 24th, 1888.

I have read Mr. Houston's articles on "English" from time to time as they have appeared in the educational periodicals. I am quite in sympathy with his views and from a long acquaintance with him extending from the commencement of his college course, I have formed the opinion that he is eminently fitted for the position of a teacher of our language and literature. Other things being equal the distinguished alumni of Canadian Universities certainly should have the preference for positions in Canadian Colleges.

CHAS. D. CURRY.

From J. McBrien, Esq., P. S. Inspector for Ontario.

PRINCE ALBERT, Nov. 14th, 1888.

I cheerfully accord my testimony to the superlative success which attends the lectures of Mr. Wm. Houston on the teaching of English in the schools. Perfectly self-possessed in his firm and comprehensive grasp of his subject, he teaches with great earnestness and impressiveness. His methods of instruction, scientific and philosophical, naturally induce thought, inspiration, and enthusiasm. These being full of the best means of mental growth, I am honestly endeavoring to introduce them into my schools. Mr. Houston is a workman that need not be ashamed.

JAMES MCBRIEN.

From J. H. Smith, Esq., P. S. Inspector for Wentworth.

ANCASTER, Dec. 1st, 1888.

Mr. Wm. Houston, M.A., gave a series of lectures before the Wentworth teachers' association, on the best methods of teaching English in our public schools. These addresses were replete with valuable informa-

tion, arranged in logical order, and based upon the most approved methods of instruction. The teachers who attended these meetings were greatly benefited by the instruction given, and by the practical application of the true principles of education to the teaching of English. The good results that are to be seen, since the meetings were held, even in the most elementary departments of our schools, are gratifying evidences of the value of these addresses. I have therefore much pleasure in bearing testimony to the great value of the work done at these institutes by Mr. Houston, and of the assistance he has rendered the teaching profession of this province.

J. H. SMITH.

From A. Cambell, Esq., P. S. Inspector for West Bruce.

KINCARDINE, Nov. 12th, 1888.

It seems to be the opinion of the most thoughtful educationists of the day that English does not receive the attention which its very great importance demands. That some improvement has taken place during the last few years is unquestionably true, but that before we can hope for anything like satisfactory results there must be a radical change in the method of teaching English is equally true. Our public school teachers cannot be expected to rise higher than the university graduates by whom they are trained. To prevent the propagation of illogical methods the teaching practiced in the university should be of the highest order. I have had the pleasure of hearing you on several occasions deal with this important subject—the teaching of English—both in Toronto and in Kincardine, and I unhesitatingly state that I have been delighted by your clear, logical, and systematic exposition of it as well, as by your exhibition of research and erudition.

A. CANNBELL.

From F. L. Michell, M.A. (Tor.), P. S. Inspector for Lanark, and formerly Head Master of the Perth High School.

PERTH, Nov. 17th, 1888.

I have heard Mr. Wm. Houston expound his system of teaching English with a view to the development of the powers of the mind, and the formation of a taste and desire for the study of our noble "heritage of letters." His system has met with the approval of a vast majority of the teachers of my acquaintance, and of others whose opinion on such matters is worthy of consideration. His opinions are to my mind sound in the main, and the presentation of them is clear and logical. The didactic method pursued by him was generally approved. His appointment to the position for which he is an applicant would, I believe, be acceptable to the profession in this part of the province, and would be a recognition on the part of the Government of the merits of one of the most worthy and most original of the graduates of our provincial university. Such appointment would, moreover, give an impetus to the practical study of English along a line hitherto neglected, and the energy and knowledge of our educational system which Mr. Houston undoubtedly possesses would necessarily extend to every branch of the system. I am sure that I but voice the opinion of the teachers in this county by heartily endorsing his candidature.

F. L. MICHELL.

From W. S. Clendening, Esq., P. S. Inspector for East Bruce.

WALKERTON, Nov. 20th, 1888.

This is to certify that I was present at the East Bruce Teachers' Association when Wm. Houston, M.A., gave three addresses upon the subject of English, and my opinion is that he has a thorough knowledge of the subject and skill as a teacher to make it interesting and profitable to students

W. S. CLENDENING.

From C. Moses, Esq., P. S. Inspector for Haldimand.

CALEDONIA, Nov. 17th, 1888.

It has been my privilege to attend teachers' institute meetings conducted by W. Houston, M.A., in the counties of Welland and Haldimand. At each of these meetings Mr. Houston illustrated his method of teaching English in our schools. His mode of dealing with the subject was very effective, his methods were new, original and attractive, his explanations clear, and his illustrations well chosen. Mr. Houston is very forcible in pointing out defects in methods of teaching English, and in showing how these defects may be remedied. Should he be appointed to the chair of English in University College he would be a power in reforming the defective methods of teaching English in our high and public schools, bringing to bear on his work pedagogical skill and experience of a high degree.

CLARKE MOSES.

From A. B. Davidson, B.A. (Tor.), P. S. Inspector for North York, and formerly Head Master of the Cayuga High School.

NEWMARKET, Nov. 22nd, 1888.

From hearing Mr. Houston treat the subject of English pedagogically before the North York teachers' association, from what I then saw of his methods and manner of presenting the subject, and from what I know of his enthusiastic interest in the department of English and his decided sympathy with modern methods of study, together with his long and intimate acquaintance with the educational necessities of the province, I consider him eminently well qualified to fill the chair of English literature in University College.

A. B. DAVIDSON.

From N. Gordon, Esq., P. S. Inspector for Dufferin.

ORANGEVILLE, May 1884.

I wish to convey to you my sincere thanks for your valuable assistance at our county institute. The lectures given by you to the teachers present as well as the lecture to the public in the evening were perfect models of their kind. I have heard nothing but the most flattering comments on all hands. Your expositions of English were clear and handled only as a

man well skilled professionally in the class-room is able to lay his views before his class. These views, embracing both the practical and scientific, if carried out would certainly be the improvements required on the one at present practised in our schools. There has been too much said about the teaching of English, and not enough in teaching this very important subject. Less directions about and more expertness in writing English is really what is required, and I hope you will be enabled to turn your aptitude and skill in this matter to practical use for the public good.

N. GORDON.

From F. Burrows, Esq., P. S. Inspector for Lennox and Addington.

NAPANEE, Dec. 7th, 1888.

Understanding that Mr. Wm. Houston is a candidate for the chair of English in University College I have much pleasure in testifying to his superior qualifications for this appointment. I believe the great majority of those identified with our Public and High Schools would regard his appointment with much satisfaction.

F. BURROWS.

From C. A. Barnes, B.A., P. S. Inspector for East Lambton.

FOREST, Dec. 21st., 1888

It affords me much pleasure to be able to certify to the ability of Mr. W. Houston, M.A., as a teacher of English. I have had the opportunity on three different occasions at teachers' associations of listening to his methods of teaching, and I was very much delighted with the lessons given. He is thoroughly master of the subject, he is a good teacher, presenting his thoughts in clear, concise, and correct English; and I feel satisfied that his appointment to the chair of English in University College would be heartily endorsed by the teachers and scholars of the Province.

CHAS. A. BARNES.

From J. S. Carson, Esq., P. S. Inspector for West Middlesex.

STRATHROY, Jan. 2nd, 1889.

I have learned that systematic instruction in English is about to be given to the students attending the University of Toronto. I am pleased that such is the case, and hope a Canadian who is familiar with our school system, and thoroughly competent, will take charge of the new department. Of those with whom I am acquainted, Mr. Wm. Houston has the strongest claims. He is a very good speaker, possessing the rare merit of securing attention without any of the bluster so prevalent among public men. His knowledge of English is unquestioned, and his conception of how it should be taught, must command the respect of those competent to judge correctly.

JOSEPH S. CARSON.

From Rev. R. Torrance, P. S. Inspector for Guelph.

GUELPH, 3rd Jan., 1889,

Having known Mr. Houston for some time, it gives me pleasure to certify that he is a gentleman of learning and ability, diligent in his application to his work, and energetic in the prosecution of it. I have every confidence that if appointed to the chair for which he is an applicant, he will faithfully endeavor to fulfil its duties.

ROBERT TORRANCE.

From W. Mackintosh, Esq., P. S. Inspector for North Hastings.

MADOC, Jan. 2nd, 1889.

I am pleased to learn that you are a candidate for the chair of English about to be established in our Provincial University, and I sincerely hope you will be appointed. Feeling as I do the importance to our public school pupils of a thorough education in the correct use of their mother tongue, conscious as I am, and as my professional duties compel me to become, of the inefficiency of the training given, and the imperfections of the methods generally employed, and appreciating the important influences which flow from the professorial chairs of Toronto University, to mould the ideas and ideals of our high school teachers, by whom our public school teachers are trained, I am strongly impressed with the necessity and importance of having the chair of English occupied by one in whom pedagogical ability, and familiarity with the most approved methods of imparting instruction are united with an extensive knowledge of the history of our language, and familiarity with its literature and literary forms. I have listened to some of your prelections on this subject, and from your manner of treating it, am convinced of your ability to fill with credit to yourself, and benefit to the country, the position to which you aspire.

W. MACKINTOSH.

From J. Johnston, Esq., P. S. Inspector for South Hastings.

BELLELEVILLE, Jan. 4th, 1889.

Mr. W. Houston, M.A., Legislative Librarian, Ontario, was invited to attend our institute meeting in the Belleville high school last May. He took the greater part of the two days in discussing the subjects of grammar, philology, rhetoric, composition, and literature. He also gave a lecture to a large audience in the Opera House, on "Industrial Education." He treated each of the five subjects in a very practical and clear manner, showing how one and all could be efficiently taught in the public schools, and though his manner of teaching these subjects is somewhat different from the usual accepted disposition of them, yet teachers are convinced that his treatment of the five important subjects should be followed. He is an easy and fluent speaker, using the best of language, and secures the closest attention from those before him. I have known Mr. Houston for many years, and believe him to be a thorough master of the English language, an enthusiastic and successful teacher well versed in the best methods of organization, discipline, and

instruction; and by his experience, character, gentlemanly bearing, and good common sense, he is well qualified to fill the chair of practical English in any University. I have frequently heard him address the Provincial teachers' association on some of the subjects mentioned, and on others of equal importance. His remarks are always listened to with pleasure, and thoroughly appreciated by the educationists who meet in the Normal buildings every midsummer. He is a distinguished English scholar whom the educational authorities of the Province should be proud of, and should honor with any position he may aspire to at their disposal.

JOHN JOHNSTON.

From J. H. Knight, Esq., Public School Inspector for East Victoria.

LINDSAY, Jan. 3rd, 1889.

Mr. William Houston lectured at the East Victoria Teachers' Convention a year or two ago, and gave valuable assistance to the teachers. He talks in a conversational manner and gets the teachers interested in his subjects. I think his methods of dealing with such subjects as composition and literature are calculated to make the teaching more practical, and to make every pupil as far as possible an individual thinker. I consider him one of our advanced educationists.

J. H. KNIGHT.

From W. E. Tilley, M.A., (Vic.), Ph.D., Public School Inspector for Durham, and formerly Head Master of the Lindsay High School.

BOWMANVILLE, Nov. 20th, 1888.

I have pleasure in stating that Mr. Wm. Houston, M.A., of Toronto, conducted a teachers' institute for us at Port Hope, November 1st and 2nd. He gave some five or six very able discourses bearing on the different departments of English, all of which were very much appreciated by the teachers present. He began by showing that the teaching of English at present is at least not free from faults, and pointed out methods that in his opinion should, with as little delay as possible, take the place of the "old paths." Some of his ideas were considered by the teachers to be "too radical," but all admitted, I think, that his methods must ensure, what all teaching should aim at, a great deal of independent thought on the part of those who are being instructed. It was evident to all present at our institute that Mr. Houston possessed a thorough knowledge of the English language, as well as a rare freedom in its use. It was equally evident that he had made himself acquainted with the best thoughts of English scholars, and had treasured up to be used at his pleasure the "gems of expression" of the best writers of this and former ages. His connection with teachers' institutes, or with any institution where his knowledge of English and the most modern methods of giving instruction in it can be brought to bear on the teachers of Ontario, must be of immense advantage to the future of education in this country.

W. E. TILLEY.

From J. S. Deacon, Esq., Public School Inspector for Halton.

MILTON, Dec. 4th, 1888.

Your lectures on "English," given at our teachers' institute were much appreciated by all who were privileged to hear them. They proved you not only master of the subject, but likewise to possess superior skill in its elucidation. If you were permanently appointed a director of teachers' institutes, or to a chair of English in the Provincial University, you could not fail to exercise a very beneficial influence upon the character of the teaching of that subject in the public and high schools of Ontario. Owing to the rapid extension of university education, the best schools of every class, including ladies' colleges, private academies, etc., will soon be taught by college graduates, by whom in turn every teacher in the land will be trained; hence as a professor in the university you would be able to improve the teaching of English throughout the Province.

J. S. DEACON.

From D. McG. Malloch, Esq., Public School Inspector for North Huron.

CLINTON, Jan. 14th, 1889.

It affords me very much pleasure to certify that at the North Huron teachers' association, held in Wingham last October, Wm. Houston, M. A., lectured on the subjects of English literature, composition and grammar. The very clear and interesting manner in which he discussed these showed that he was a thorough master of each subject. There was a very large attendance of the teachers in the inspectorate present, and I know that they were very favorably impressed with what they heard from him on each subject. He is a good speaker, understands his subject most thoroughly, and secures the close attention of his audience. From what I have seen of him I consider him eminently well qualified for conducting teachers' associations, or giving instruction in the various branches of English literature.

D. MCG. MALLOCH.

From J. J. Tilley, Esq., Inspector of County Model Schools and Director of Teachers' Institutes of the Province of Ontario.

TORONTO, Jan. 5th, 1889.

Mr. Houston has conducted many teachers' institutes during the past three years, and his lectures on the teaching of English have been highly appreciated by the teachers. His ideas are advanced and progressive, and have done much towards the introduction of improved methods in the teaching of this most important subject. His appointment to the chair of English in the Toronto University would, I feel sure, be well received by the teachers in this Province, and his labors in this enlarged field of usefulness would doubtless be highly beneficial to our high, public, and separate schools.

J. J. TILLEY.

Halton.

From D. Fotheringham, Esq., Public School Inspector for South York.

4th, 1888.

TORONTO, Jan. 7th, 1889.

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On several occasions in North York and once or twice in South York, Mr. Houston, of the Legislative Library, appeared before the teachers' associations, dealing chiefly with the English language and its literature. On every occasion he not only secured interested attention, but also awakened much ambition and even enthusiasm in such studies. This attitude towards himself and his subjects was secured not so much by his evident familiarity with and mastery over them, but largely through ability to draw out and develop the sympathy and appreciation of the teachers, who in reality became his class, asking and answering questions. Mr. Houston's earlier experience as a public and high school master, it would thus appear, is still at his command when he undertakes work that calls it into requisition.

D. FOTHERINGHAM.

DEACON.

West Huron.

From J. E. Tom, Esq., Public School Inspector for West Huron.

14th, 1889.

GODERICH, Jan. 12th, 1889.

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Mr. William Houston has attended two institute meetings in my inspectorate, and given addresses on the teaching of English. On each occasion he dealt with the subject in a manner interesting and profitable to all. He quickly impressed his hearers with the great importance of English and with the need of giving more attention to the subject than at present. He pointed out the chief defects in the present methods of teaching English so clearly that each teacher was at once in sympathy with him and anxious to learn the remedies he would apply. Mr. Houston's earnest and logical treatment of the subject caused each member of his class to become intensely interested, and at the same time so much at ease that questions were freely asked on any points that were not clearly understood. Mr. Houston possesses the happy faculty of leading the student from the mastery of one point to a clear understanding of a more difficult one, by means of a series of questions, which I consider the best method of producing keen and exact scholars. I feel confident that he would fill the chair of English, about to be established in Toronto University, with profit to the students and honor to our Province and to himself.

JOHN ELGIN TOM.

ALLOCH.

Director of

5th, 1889.

From W. Atkin, Esq., P. S. Inspector for Elgin.

ST. THOMAS, Jan. 12th, 1889.

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This is to certify that Wm. Houston, M. A., attended the Elgin teachers' institute in 1888. He discussed the teaching of English under the following departments: grammar, composition, philology, and rhetoric, treating the subject in a philosophical and scientific manner. We considered his lectures of great value to the teachers as examples of a style of discussion suitable for the class-room.

W. ATKIN.

TILLEY.

From R. Harcourt, M.A. (Tor.) M.P.P., Public School Inspector for Welland.

WELLAND, Jan. 10th, 1889.

I have known Mr. Houston as a student at the University, as a teacher, and as a lecturer at teachers' institutes. A close student, an enthusiastic teacher, an ardent lover of knowledge for its own sake, he has already rendered signal service to the cause of general education in this Province. He is one of those who, correctly estimating the educational and the practical value of different studies, have assigned to the study of English the importance it deserves. From every point of view I consider Mr. Houston qualified in an eminent degree to fill the important position he seeks. I have personal knowledge of his great success as a lecturer at teachers' institutes.

RICHARD HARCOURT.

From D. J. Mackinnon, Esq., Superintendent of the Mimico Industrial School, and formerly Public School Inspector for Peel.

BRAMPTON, Nov., 1888.

In reply to your request for a statement as to the impression produced upon the teachers of this county by your lectures on English at their convention two years ago, I beg to say : (1) That your ability as a teacher of English could not be justly estimated by an audience composed chiefly of young men and women whose taste for English literature had scarcely been developed, far less cultivated ; (2) that the time at your disposal was quite insufficient to do justice to your subject ; (3) that notwithstanding these disadvantages, those best able to judge were deeply impressed with the correctness of your views and the strength of your arguments in favor of devoting more time and attention to the study of our own English classics in our high schools and in our universities.

D. J. MACKINNON.

From J. C. Morgan, B.A. (Tor.), P. S. Inspector for North Simcoe, and formerly Head Master of the Oakville High School.

BARRIE, Dec. 7th, 1888.

As to your application for the chair of English in my old *Alma Mater* I may say : (1) That I am certainly not in sympathy with the incessant cry for "home talent," as, to my mind at least, the interests of the University should transcend every other consideration ; but, as certainly, when we have equally good men at home as would be procurable abroad, I look upon it as most unwise to crush out the natural aspirations which our own cultured men would have. We can certainly never hope for anything like literary life or original work so long as such a policy holds. (2) Among our own men I do not know any one with a stronger claim than yourself. It cannot be said that you are not an advanced thinker in matters connected with our mother tongue. In some respects you are decidedly too advanced for my view, but I am convinced that you would arouse and stimulate any literary tastes or powers which the students committed to you possessed, and this is a view held by a great number of graduates with whom I am intimate. I shall be glad to hear of your appointment.

J. C. MORGAN.

Inspector for

From D. A. Maxwell, B.A., LL.B., P. S. Inspector, for South Essex.

AMHERSTBURG, Jan. 9th, 1889.

The undersigned desires to say that when William Houston, M.A., lectured before the South Essex teachers' institute on improved methods of teaching English he evinced much ability as an original thinker and as a scholar. There are many reasons for expecting that his lectures will contribute largely to the cultivation of a good literary taste in those students who have sufficient mental development to accompany him in his investigations. Former methods, while containing valuable elements, failed to comply with the "method of mind." This is one of the excellent features of the method advocated by Mr. Houston. Method in the subject and method in mind must harmonize if the fullest results are to be obtained from the energy expended, and in the limited time at the student's disposal. Although Mr. Houston's methods are not perfect, they are much in advance of those formerly advocated.

D. A. MAXWELL.

From J. J. Craig, Esq., Public School Inspector for South Wellington.

FERGUS, Nov. 30th, 1888.

* * * I was thoroughly well pleased with the manner in which you presented the different topics. Briefly, you are a teacher. I may, however, plainly state that I did not agree with your subject matter. The text-books and present examination system may be defective, but I am convinced your plan is no improvement. * * * Were public school teachers a highly cultivated class your view might work, but under present conditions, if we started our rural school teachers on a go-as-you-please race in imparting instruction in English, disaster would be the inevitable consequence. I have very much pleasure in stating that I should have no hesitation in warmly recommending you as a thoroughly clear and logical expounder in a class-room.

J. J. CRAIG.

From C. Donovan, M.A. (Tor.), Inspector of Separate Schools.

HAMILTON, Dec. 3rd, 1888.

* * * I must say that the scheme you have outlined for the teaching of English is, in my opinion, an admirable one—natural, yet on scientific principles, and free from mechanical rules. As I have always held a high opinion of your ability, I shall be glad to hear of your success in your application for the chair of English in University College.

CORNELIUS DONOVAN.

From W. Carlyle, Esq., Public School Inspector for Oxford.

WOODSTOCK, Nov. 18th, 1888.

I regard the establishing of a chair of English in our Provincial University as an important event in its history, and, should a professor of English be chosen who combines in himself erudition and the highest qualities of a teacher, the influence the university will exert in improving the English

of our high and public schools will be immense. As the head of our educational system, the university should give character to all the work of these schools. She supplies masters for the high schools, and these prepare teachers for the public schools, and pupils from the lowest primary class through all the grades of preparation, as well as during the undergraduate course, should be walking in the light she may shed. * * * I regard W. Houston, M.A., as a gentleman specially qualified for the position of professor of English. He is an alumnus of the University. He is practically acquainted with the work of our high and public schools, their needs and their capabilities, and he would thus be enabled to direct his department with their requirements before him. He possesses the requisite erndition. He is an able teacher, a lucid expositor of the subject, an enthusiastic student of English whose influence would be contagious. . . . I believe that Mr. Houston, as occupant of the chair of English, would revolutionize the treatment of English in the university itself, and through his students and his example correct the treatment and study in the high and public schools of the Province.

W. CARLYLE.

From D. McCaig, Esq., Public School Inspector for Algoma.

COLLINGWOOD, Dec. 10th, 1888.

Having learned with much satisfaction that Mr. Wm. Houston is likely to be a candidate for the English chair about to be established in Toronto University, I take the greatest pleasure in testifying that in so far as I am able to form an opinion, I believe him to be eminently qualified for the position. I have been acquainted with him for a number of years, and know something of his views with regard to English, as a factor in our educational system, and his method of treating a subject which is now to receive greater prominence in our university curriculum. . . . I believe it is safe to say that no better choice could be made from among our own Canadian educationists, nor any as suitable to our wants from abroad. The direct practical influence of the chair referred to will be most generally felt throughout our teaching institutions. It is, therefore, a consideration of some importance in making the appointment, that he, to whom it is given, should be acquainted with our educational system. In this respect Mr. Houston is fully equipped, having passed through it all, from the lowest to the highest department.

DONALD McCAIG.

From H. Gray, Esq., Principal of the Milton County Model School.

MILTON, Nov. 26th, 1888.

As you are a candidate for the chair of English in University College it is with pleasure I hereby testify my appreciation of your personal skill in class room exposition, as exhibited at the Halton teachers' institute, held in Milton Model School in April last, in the following departments of English: grammar, philology, rhetoric, composition and literature. Your method of teaching by examples, rather than by arbitrary rules, is the only true method, and should be adopted by all teachers. I consider ideas on teaching English, such as you hold, should become common property, and I believe it will tend to such a result, should you be the successful candidate.

HENRY GRAY.

From F. C. Powell, Esq., Principal of the Kincardine County Model School.

KINCARDINE, Nov. 24th, 1888.

This certifies that I have on several occasions heard Wm. Houston, M.A., explain before the West Bruce teachers' association, and also before Provincial teachers' association, his methods of teaching English grammar, composition and literature, and that I have always regarded his treatment of these subjects as broad, modern, and intensely practical, and his mode of presenting any subject he discussed, logical and convincing. I am well satisfied he would fill the chair in English in University College with credit and success. His literary qualifications, combined with his particular and varied knowledge of our country, as well as his experience in teaching, would no doubt enable him to fill the position for which he is a candidate, with entire satisfaction to the students and the country.

F. C. POWELL.

CARLYLE.

From J. Suddaby, Esq., Principal of the Berlin County Model School.

BERLIN, Nov. 26th, 1888.

Having heard Mr. Houston lecture on the method of teaching the most important branches of English, I am happy to say I was most favorably impressed with the ideas he advanced. Perhaps the characteristic feature of Mr. Houston's outlook is breadth of view—a quality only to be secured by wide and varied reading. His methods being the result of looking at the subject from every conceivable point of view, are felt to be true and natural. English taught upon the lines laid down by Mr. Houston would be one of the most powerful means of culture available. Clearness of conception generally imparts the power of clear expression. Mr. Houston presents no exception to the rule. He possesses, in a remarkable degree, the power of communicating his views to others. His depth of culture and breadth of view, combined with his great ability in expounding his ideas, render him peculiarly fitted to direct the teaching in the Province in this important department.

JEREMIAH SUDDABY.

From J. Brown, Esq., Principal of the Whitby County Model School.

WHITBY, Nov. 29th, 1888.

At the last meeting of the teachers' institute of this county, held here in October, Mr. W. Houston, M. A., was the director, and it is no disparagement to any one to say that the meeting proved one of the most interesting and profitable we have ever had. His lucid, practical, as well as scientific treatment of English, rightly commends itself to teachers generally. The views advocated cannot be too widely disseminated among the teachers of this Province and others in general. I shall be pleased to learn that Mr. Houston has been placed in a position where his influence on the study and teaching of English may have greater sway.

J. BROWN.

GRAY.

From A. M. Rae, Esq., Principal of the Port Perry County Model School.

PORT PERRY, Dec. 3rd, 1888.

As a member and an officer of the County of Ontario Teachers' Institute I attended the annual meeting in October last at which Mr. Wm. Houston was director. I was pleased with his able addresses in the teaching of English, and my attention was particularly directed to the following points, which I know the association appreciated very highly, viz.:

1st. The extreme simplicity and naturalness with which he presented the subject of English to the capacity of young children.

2nd. The grasp and thorough knowledge of the subject in its higher departments, and also the ease and skill which he displayed in making himself thoroughly understood by all.

3rd. The thoroughly scientific manner in which he presented the subject in both its elementary and higher departments. I was impressed by Mr. Houston's teaching of English as I have not been before, and am convinced that could his methods be introduced into our high and public schools a complete revolution would be effected in the teaching of English in this Province.

ALEXANDER M. RAE.

From A. Wark, Esq., Principal of the Sarnia County Model School.

SARNIA, Nov. 27th, 1888.

The views on the teaching of English, which you so ably advocated at the Lambton Teachers' Institute, are in my opinion perfectly sound. The teaching of English grammar by induction has to some extent been practised in our schools in Sarnia for a year or more, and I am satisfied the method is not only "good in theory" but productive of the very best practical results. I wish you great success in your efforts at reform and sincerely hope that such a revolution in the teaching of English as you proposed may be accomplished at an early day.

A. WARK.

From T. Frazer, Esq., Principal of the Owen Sound County Model School.

OWEN SOUND, Dec. 3rd, 1888.

At the West Grey Teachers' Institute held in May, 1887, Mr. Houston delivered several lectures on English subjects and how to teach them. I was present when he gave a lesson on philology and another on English grammar; both were interesting and suggestive. His method of presenting these subjects was, I thought, exceedingly well adapted to the requirements of his audience, composed principally of young teachers and students intending to teach, being a judicious blending of the socratic, conversational and discussion methods. The arrangement of matter was clear and logical, the lecturer placing such points on the blackboard as were necessary to fix the attention and assist the memory of the hearers and enable them to comprehend the subject. I would judge from Mr. Houston's kind and affable manner to the teachers present, his willingness to be questioned on any points not clearly understood by the students, the lucidity of his language, and the thorough acquaintance with the subjects which he displayed in handling them that he would be a very successful teacher of English.

T. FRAZER.

Model School.

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From W. Rannie, Esq., Principal of the Newmarket County Model School.

NEWMARKET, Nov. 30th, 1888.

On two occasions Mr. Wm. Houston, M.A., has been in attendance at teachers' conventions in North York, the second time being in October last. All his work was eminently practical, and his methods of reaching results, as seen from a pedagogical stand point, were exceedingly helpful to the teachers in attendance. His style of address was easy and conversational, his language plain, simple, and easily understood, and the principles developed and the manner of presenting them such as could readily be grasped by the teachers, carried away, and put into practice by them. His addresses gave a great impetus to the study of English among our teachers. For any position requiring a thorough knowledge of the subject of English, and a wise, broad, and correct method of presenting the work, I think him eminently fitted.

WM. RANNIE.

From C. S. Falconer, Esq., Principal of the Forest County Model School.

FOREST, Nov. 24th, 1888.

This certifies that at Sarnia, last September, I listened very attentively to the effective and practical addresses delivered to the members of Lambton teachers' association by Wm. Houston, M.A. Mr. Houston shewed by his skill in dealing with the subjects and his readiness and accuracy in answering various questions that he is an enthusiastic and a thorough student and teacher of the English language. He lucidly and practically applied the inductive method in his treatment of the subjects, and I feel assured that the schools of Lambton will be greatly benefited thereby.

C. S. FALCONER.

From R. Alexander, Esq., Principal of the Galt County Model School.

GALT, Nov. 28th, 1888.

It has been my privilege to hear Mr. Wm. Houston, M.A. address the Waterloo County teachers' association and I remember his addresses on the teaching of English, in which he explained his method of teaching composition, grammar, and literature. His exposition of his method of teaching was marked by clearness, thoroughness, and logical arrangement. I have no doubt that, if the methods he recommended were generally adopted in our schools, the teaching of English would be greatly improved, and the subject would become more interesting to the pupils.

ROBERT ALEXANDER.

From J. S. Rowat, Esq., Principal of the Caledonia County Model School.

CALEDONIA, Nov. 28th, 1888.

From a perusal of your articles on "the teaching of English" which have appeared from time to time in our school journals, and from your lectures on the same subject delivered at our institute in 1887, I am convinced your method of teaching English literature is both practical and rational, and cannot fail to be productive of the best results. I sincerely trust your candidature for the chair of English in University College will be successful.

J. S. ROWAT.

From H. F. McDiarmid, Esq., Principal of the Ingersoll County Model School.

INGERSOLL, 3rd Dec., 1888.

On two different occasions it has been my good fortune to listen to Mr. Wm. Houston discuss with the teachers of Oxford the subject of English. In my humble opinion his method of teaching the subject is exceedingly clear and simple, and in every sense of the term educational, his skillful manipulation of his class being an excellent illustration of true scientific investigation, and admirably calculated to foster the esthetic taste of the student. The teachers of this county are deeply indebted to the Government for the opportunity afforded them of listening to such a plain, forcible, and suggestive exposition of this important subject.

H. F. McDIARMID.

From S. Nethercott, Esq., Principal of the Mitchell County Model School.

MITCHELL, Dec. 5th, 1888.

I attended the teachers' institute, held at Stratford last October, at which Mr. Wm. Houston, M. A. lectured on composition, grammar, philology, etc., and I was greatly impressed with his extensive knowledge of the subjects treated and the manifest skill displayed in the exposition of the subject in hand. His points followed each other in logical order and were clearly and concisely stated. He urged the teachers to treat the subject of English practically, scientifically, and esthetically, which greatly edified me. In conclusion I would say I never attended an institute where I was so much interested and benefited as by the lectures given by Mr. Houston.

S. NETHERCOTT.

From C. Macpherson, Esq., Principal of the Prescott County Model School.

PRESCOTT, Dec., 14th, 1888.

It is generally conceded that if a Canadian can be found well fitted for the position he should receive the appointment to the English chair in our Provincial University. Such a person I believe we have in Mr. Wm. Houston, my favorable opinion of his fitness being based on the following considerations: 1st. Mr. Houston's brilliant career while a student at the University and his course of study there point to his fitness for the position in question: 2nd. The direction of his post-graduate studies and researches has been such as to extend his knowledge of English and cognate subjects: 3rd. Mr. Houston has not only made himself widely acquainted with English literature, but he has given much thought to the plan of treating the subject from the point of view of the teacher, and likewise to the methods of presenting its various phases to the mind of the student. So natural is his mode of treatment that it has the advantage of being equally adaptable to the University student and the pupil in the public school. These considerations, together with Mr. Houston's unbounded enthusiasm in his favourite field of labor, and his well known capacity for work, make it very desirable that he should be chosen to fill the chair in question, where I do not doubt he would reflect credit on himself and those who have the sagacity to appoint him, and be a boon to the students of English who may be so fortunate as to listen to his lectures.

C. MACPHERSON.

Model School.

Dec., 1888.

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From J. R. Stuart, Esq., Principal of the Stratford County Model School.

STRATFORD, 5th Jan., 1888.

I desire to state that I heard with pleasure and profit a series of lectures delivered by Wm. Houston, M.A., before the Perth teachers' institute, on the subject of English. Mr. Houston's skilful application of the inductive method in his treatment of the different departments of the subject was much admired. I have since heard many state that these lectures have enabled them to greatly improve their method of teaching the subject. In their orderly development of the subject, in clearness of explanation, and in appositeness of illustration, I considered them models of their sort.

J. RUSSELL STUART.

Model School.

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HERSON.

From F. Wood, Esq., Principal of the Port Hope County Model School.

PORT HOPE, Jan. 2nd, 1889.

I have very much pleasure in stating that Mr. Wm. Houston, M.A., did a large amount of practical and really valuable work at the last meeting of the Durham teachers' institute, held in Port Hope. Mr. Houston fully discussed the subject of English from every point of view, as lending itself to practical, scientific, and esthetic treatment. His exposition of the subject was certainly most able, and though his views in many cases seemed too radical to be allowed to pass unchallenged by the teachers present, yet his lectures were listened to with ever-increasing interest, and were much appreciated by all. Personally I am very glad I have had the opportunity of hearing Mr. Houston discuss the subject to which he has evidently given special and deep thought. His manner of exposition socratic instead of lecture, is sound in principle, and would, I believe, if generally followed, lead to wonderful results.

F. WOOD.

From G. W. Johnson, Esq., Principal of the Hamilton County Model School.

HAMILTON, Dec. 30th, 1888.

Seeing in to-night's *Times* an advertisement of the Minister of Education, soliciting applications for the chair of English literature in the University of Toronto, and knowing that you are a candidate, I hasten to express my warmest wishes for your success. Our Hamilton teachers were greatly pleased with the institute work you did here, and should your candidature be successful, their unanimous verdict will be, "a clever scholar in the right place." Your ideas and methods are progressive, radical, right, and I shall be gratified if you will intimate how best I can exert in your favor any influence I may chance to have. I am confident from what I saw of your work before the teachers' institute in this city that you are eminently fitted to fill the important position you seek to occupy.

GEO. W. JOHNSON.

From A. McIntosh, Esq., Principal of the Provincial Model School, Toronto.

TORONTO, Nov. 27th, 1888.

During the last few years I have had the privilege of attending a number of lectures on methods of studying and teaching English, by William Houston, M.A., Librarian of the Legislative Assembly of Ontario. To the teachers of the Province these lectures have proved invaluable not only to those engaged in the higher departments, but likewise to those teaching the more elementary portions of the work. In listening to Mr. Houston I have been impressed very much with the natural and logical method of treatment in discussing the aims and value of a thorough and systematic study of the works of our best authors. Throughout Mr. Houston's lectures there appears the clear outline of the plan of study, viz. (1) the practical value; (2) the theoretical value; (3) the esthetic value.

ANGUS MCINTOSH.

From A. Barber, Esq., Principal of the Cobourg County Model School.

COBOURG, Jan. 9th, 1889.

Having heard Mr. Houston on different occasions before county and Provincial institutes, I have pleasure in bearing testimony to his methods of presenting the subject of English. In addition to possessing a thorough knowledge of the subject, he has the ability to present it in a clear, comprehensive manner, well calculated at once to instruct and arouse thought. This treatment of it as comparative literature is very interesting, as well as highly beneficial.

A. BARBER.

From T. Kirkland, M.A. (Tor.), Principal of the Provincial Normal School, Toronto, and formerly Principal of the Whitby Collegiate Institute.

TORONTO, Dec. 10th, 1888.

I have been intimately acquainted with Mr. Wm. Houston, M.A., during the past seventeen years. I know him to be an earnest and successful student of the English language and literature. He has frequently addressed the Normal School students on the best methods of teaching his favorite subject, and always with great acceptance. His method of teaching English conforms to the best modern methods of scientific teaching.

THOMAS KIRKLAND.

From N. M. Campbell, Esq., Principal of the St. Thomas County Model School.

ST. THOMAS, Jan. 17th, 1889.

I liked your plan of teaching English very much. Your division of the subject * * * simplifies it greatly. You so clearly indicated your method of dealing with each division and sub-division, that I was greatly benefited by your talks at our county institute last spring, and I would be very much pleased to have you with us again to further illustrate the same methods.

N. M. CAMPBELL.

From J. A. McLellan, M.A., L.L.D. (Tor.), Director of Teachers' Institutes, and formerly Inspector of High Schools.

TORONTO, Nov. 28th, 1888.

I have witnessed some of your work, and have heard of it besides. I sincerely hope you will get the appointment. There is no one so well qualified, I think, to fill the chair.

J. A. McLELLAN.

From J. Duncan, Esq., Principal of the Windsor County Model School.

WINDSOR, Nov. 30, 1888.

I sincerely wish that you may succeed in getting the chair of English in University College, because the teachers of North Essex remember with gratitude the work done by you at our institute. The ability and skill exhibited by you in the presentation of English commanded our admiration. You seemed to be a thorough master of the subject. Speaking for myself, your lectures gave me clearer and more distinct views of the departments or branches into which this subject divides. This feeling as to the real value of your work and your masterly treatment of the subjects is widespread in this part of the country. * * *

JAMES DUNCAN.

From S. B. Sinclair, Esq., Principal of the Hamilton City Model School.

HAMILTON, Jan. 13th, 1889.

I have had the pleasure of listening to a series of lectures delivered by Mr. Houston to the Hamilton teachers, and have found them very helpful in my work. He is one of the few educators who persevere in working from principles rather than from patterns. His thoroughly philosophical treatment of English, while intended only for advanced classes, was in almost every particular equally applicable to primary language lessons.

S. B. SINCLAIR.

From J. A. McCabe, Principal of the Provincial Normal School, Ottawa.

OTTAWA, Dec. 1888.

I am much interested in the appointment to the new chair of English literature in University College. I was much pleased to see your name mentioned in connection with the position. I know you would do honor to the chair, to the subject, and to the country. * * * I have read with a good deal of interest and gratification your article in the *Knox College Monthly*, which you were good enough to send me. You may not be aware that from my first taking charge of the Normal School down to the present moment I have almost made a hobby of the teaching of Eng-

lish composition and English literature. In my lectures on "Method" I give these subjects a special place, and I am vain enough to fancy that all my students leave this with a greater taste for these subjects and with a better plan of presenting them. A few points in your essay seem to me to be particularly well taken: "The only really useful practice is that of original composition on selected themes, and the only really useful instruction is the criticism by the teacher of the student's productions"; "He will never learn to write well by trying to write according to rule"; "He will write English all the better for having discovered for himself, by the scientific study of the language, the principles which the grammarians and the rhetoricians have discovered by the same means"; "To train the esthetic faculty by studying the beauties of our English prose and verse." These are gems of advice. * * * I warmly congratulate you on your article. I hope it will be copied into our educational journals, where it will do much good. I know of your work for years in this field; I hope sincerely it will be rewarded and your usefulness extended by your appointment to the chair of English in the University.

J. A. McCABE.

From R. K. Row, Esq., Principal of the Kingston County Model School.

KINGSTON, Jan. 4th, 1889.

Mr. William Houston having informed me that he is a candidate for the chair of English in University College, it gives me pleasure to bear testimony to his fitness for the position. I have listened to his excellent practical addresses on the teaching of English before the Provincial Teachers' Association and our own local association, and have several times enjoyed personal conversation with him relative to the subject. On all occasions he has shown a masterly grasp of and an enthusiastic love for the subject, as well as a thorough knowledge of the most rational methods of teaching it in schools or colleges. To these qualifications Mr. Houston will add the power of inspiring his students with a love for the study of English, a qualification hardly second to mature scholarship. Everything considered, I know of no one better qualified for the position than Mr. Houston.

R. K. ROW.

From W. Scott, B.A. (Tor.), Mathematical and Science Master in the Provincial Normal School, Ottawa, and formerly Principal of the Provincial Model School, Toronto.

OTTAWA, Dec. 20th, 1888.

In appointing a professor to the chair of English in University College I think care should be taken to secure a man whose ample scholarship and natural aptitude will render him enthusiastic in his department. I am strongly of opinion also that a graduate of Toronto University should receive the appointment for the influence such a policy would exert upon future graduates in all departments, who would thereby be encouraged to continue a post graduate course, and thus the knowledge that one who proved himself worthy might in time fill the highest educational positions in the land would advance the cause of higher education much more than is at present possible. As so many of our future high school masters are

taught and trained in this college I regard it as of the utmost importance that the professor in the department of English should be a teacher in the truest sense of the term, not merely one capable of imparting information in well-turned sentences, but one who by his zeal and teaching ability is capable of inspiring his students with a love of English and who is competent to illustrate in his own methods the best manner of teaching the subject. Such a man I know Mr. William Houston to be. Since graduating he has been a constant student in the field he is now aspiring to fill. His scholastic attainments, his energy and enthusiasm in teaching, his independence and individuality of thought, and his indomitable perseverance all make him well qualified to fill such a position with credit to himself and advantage to the cause of higher education in this province.

WM. SCOTT.

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