

*How Geo. H. Cass. M.C.*

# MINUTES

OF THE

TWENTY-THIRD ANNUAL CONVENTION

OF THE

# ONTARIO TEACHERS' ASSOCIATION

HELD IN THE

PUBLIC HALL OF THE EDUCATION DEPARTMENT, TORONTO

AUGUST 14th, 15th, and 16th, 1883.

WITH THE COMPLIMENT  
OF THE  
EXECUTIVE COMMITTEE

OF THE  
Ontario Teachers' Association.  
R. W. DOAN, Secretary.



TORONTO:

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

1883.

# TORONTO SCHOOL OF MEDICINE.

*The Session commences on 1st October and continues six months.*

- WM. T. AIKINS, M.D., LL.D., Consulting Surgeon to the Toronto General Hospital, Surgeon to the Central Prison, Consulting Surgeon to the Children's Hospital,—Lecturer on Principles and Practice of Surgery and Clinical Surgery.—282 Jarvis Street.
- H. H. WRIGHT, M.D., L.C.P. & S.U.C., Consulting Physician to the Toronto General Hospital and the Children's Hospital,—Lecturer on Principles and Practice of Medicine and Clinical Medicine, Secretary of the Faculty.—Corner Sherbourne and Gerrard Streets.
- J. H. RICHARDSON, M.D., M.R.C.S., ENG., Consulting Surgeon to Toronto General Hospital, and Surgeon to Toronto Gaol,—Lecturer on Descriptive Anatomy.—46 St. Joseph Street.
- UZZIEL OGDEN, M.D., Specialist in Midwifery to the Toronto General Hospital, Consulting Surgeon to the Children's Hospital, Physician to the House of Industry, Protestant Orphans' Home, and Home for Incurables,—Lecturer on Midwifery and Diseases of Women and Children.—18 Carlton Street.
- JAMES THORBURN, M.D., Edin. and Toronto Univ., Surgeon to the Toronto General Hospital and Boys' Home, Consulting Surgeon to the Children's Hospital,—Lecturer on Materia Medica and Therapeutics.—Corner Wellington and York Streets.
- M. BARRETT, M.A., M.D., Medical Officer to Upper Canada College, and Lecturer on Physiology, Ontario College of Veterinary Medicine,—Lecturer on Physiology.—204 Simcoe Street
- W. W. OGDEN, M.B., Physician to the Toronto Dispensary,—Adjunct Lecturer in Midwifery, and Lecturer on Medical Jurisprudence and Toxicology.—170 Spadina Avenue.
- M. H. AIKINS, B.A., M.B., M.R.C.S., ENG.,—Adjunct Lecturer on Surgery, and Lecturer on Primary Anatomy.—Burnamthorpe.
- W. OLDRIGHT, M.A., M.D., Surgeon to the Newsboys' Home,—Adjunct Lecturer on Medical Jurisprudence, Curator of Museum, and Lecturer on Sanitary Science.—50 Duke Street.
- L. MCFARLANE, M.B., Surgeon to the Toronto General Hospital, Physician to the Toronto Dispensary and Home for Incurables,—Adjunct Lecturer on Anatomy and Demonstrator of Anatomy.—16 Gerrard Street East.
- GEORGE WRIGHT, M.A., M.B., Surgeon to the Toronto General Hospital, Physician to the Children's Hospital and Home for Incurables,—Adjunct Lecturer on Materia Medica and Therapeutics.—243 Simcoe Street.
- J. E. GRAHAM, M.D., L.R.C.P., LOND., Pathologist to the Toronto General Hospital,—Adjunct Lecturer on Practice of Medicine, and Lecturer on Clinical Medicine, Dermatology and Pathology.—66 Gerrard Street East.
- R. A. REEVE, B.A., M.D., Ophthalmic Surgeon to the Toronto General Hospital and Children's Hospital,—Lecturer on Diseases of the Eye and Ear.—22 Shuter Street.
- THOMAS HEYS, Lecturer on Chemistry and Pharmacy for the Pharmaceutical Society,—Lecturer on Chemistry, Theoretical and Practical.—42 Duke Street.
- HENRY MONTGOMERY, M.A., B.Sc., Lecturer on Botany in the Ontario School of Pharmacy,—Lecturer on Botany and Zoology.—41 Hazleton Avenue, Yorkville.
- A. H. WRIGHT, B.A., M.B., M.C.R.S., Eng., Surgeon to the Toronto General Hospital, Physician to the Toronto Dispensary and the Children's Hospital,—Demonstrator of Normal Histology.—20 Gerrard Street East.
- JOHN FERGUSON, B.A., M.B., L.F.P.S., GLASGOW, Assistant Demonstrator of Anatomy.—338 Spadina Avenue.

Clinical teaching, including lectures, bedside instructions, etc., will be given at the General Hospital by Dr. H. H. Wright, Dr. Aikins, Dr. Richardson, Dr. Thornburn, Dr. Graham, Dr. Reeve, Dr. U. Ogden, Dr. McFarlane, Dr. G. Wright, and Dr. A. H. Wright.

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Anatomy.—170

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Physician to  
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Physician  
Lecturer on

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22 Shuter

Pharmaceutical  
College Street.

School of  
Yorkville.

6 General  
Hospital,—

Administrator of

will be  
Richardson,  
Dr. G.

# MINUTES

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OF THE

*Ontario Teachers' Association,*

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PUBLIC HALL OF THE EDUCATION DEPARTMENT, TORONTO,

*AUGUST 14th, 15th, and 16th, 1883.*



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# OFFICERS, 1883-1884.

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*President :*

GEORGE W. ROSS, STRATHROY.

*Recording Secretary :*

ROBERT W. DOAN, TORONTO.

*Corresponding Secretary :*

ARCH. P. KNIGHT, KINGSTON.

*Treasurer :*

W. J. HENDRY, TORONTO.

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*Secretary* . . . . . F. C. POWELL, Kincardine.

*Directors :*

Messrs. R. ALEXANDER, D. J. GOGGIN, WM. MACKINTOSH, S. McALLISTER,  
and J. M. MUNRO.

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*Secretary* . . . . . A. CAMPBELL, Kincardine.

*Directors :*

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F. H. MICHELL.

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## HIGH SCHOOL SECTION.

*Chairman* . . . . . H. I. STRANG, Goderich.

*Secretary* . . . . . D. H. HUNTER, Waterdown.

*Directors :*

Messrs. J. E. BRYANT, Dr. FORREST, A. MACMURCHY, and J. H. SMITH.

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## LEGISLATIVE COMMITTEE.

Messrs. J. L. HUGHES, J. S. CARSON, WILLIAM MACKINTOSH, JOHN SEATH,  
L. EMBREE, H. B. SPOTTÓN, R. W. DOAN, S. McALLISTER,  
and W. J. HENDRY.

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

*Held in the Public Hall of the Education Department, Toronto,  
August 14th, 15th, and 16th, 1883.*

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TUESDAY, August 14th, 1883.

The Convention met at 11 a.m.

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

Mr. White read a portion of Scripture, and Mr. Brebner led in prayer.

Moved by Mr. Duncan, seconded by Mr. Hunter,—That as the Minutes of last Convention have been printed and placed in the hands of members, they be considered as read and adopted.—*Carried.*

Moved by Mr. Doan, seconded by Mr. Duncan,—That Mr. A. Campbell be appointed Minute Secretary.—*Carried.*

Communications were read from Messrs. Goldwin Smith, D. H. Marshall, and Rev. Provost Boddy, regretting their inability to be present at the Convention, and from Mr. Houston asking to be heard before the Convention on the subject of "Spelling Reform."

The Treasurer, Mr. Hendry, presented his Annual Report.

Moved by Mr. Hendry, seconded by Mr. Dearness,—That the Report be received and referred to a committee.—*Carried.*

Moved by Mr. Dearness, seconded by Mr. McAllister,—That Messrs. Little and Hunter be a committee to audit the Treasurer's Report.—*Carried.*

The Convention then adjourned.

## AFTERNOON SESSION.

The Convention assembled at 2.15.

The President in the chair.

The Minutes of the forenoon session were read and confirmed.

Mr. D. J. Goggin, having been introduced to the Association, read a paper on "Literature in Schools."

Moved by Mr. Alexander, seconded by Mr. Knight,—That a cordial vote of thanks be presented to Mr. Goggin for his valuable paper on Literature in Schools.—*Carried.*

An essay on "Moral Education," by Mr. Millar, of St. Thomas, was read by the Secretary, in the absence of the Essayist.

In the discussion which followed, Messrs. White, Powell, Strang, Mackintosh, Dearness, Boyle, McKinnon, Alexander, Ritchie, Knowles, and Reazin took part.

It was moved by Mr. Maxwell, seconded by Mr. Alexander,—That a vote of thanks be tendered Mr. Millar for his essay, and that the President be asked to appoint a committee to consider the essay, and to report thereon at this Convention.—*Carried.*

An address on the subject of "Spelling Reform" was delivered by Mr. Houston.

A short discussion followed, and then it was moved by Mr. McHenry, seconded by Dr. Forrest,—That the thanks of the Convention be given to Mr. Houston for his valuable and interesting address.—*Carried.*

The President appointed the following gentlemen a committee to report on Mr. Millar's essay on Moral Education:—Messrs. Maxwell, McKinnon, Strang, McHenry, Alexander, McAllister.

The Convention then adjourned.

## EVENING SESSION.

The Convention re-assembled at 8 p.m.

President MacMurchy read his Annual Address. Subject: "Educational work in Ontario, and Teachings therefrom."

In the discussion which followed, Messrs. Brown, Alexander, Mackintosh, McKinnon, Barge, Brebner, Clapp, and Ritchie took part.

Moved by Mr. Brown, seconded by Mr. Munroe,—That the thanks of this Convention be tendered to the President for his interesting address.—*Carried.*

Reports respecting County Associations were received from—

Mr. Wightman . . . . .	S. Essex . . . . .	Representing	67	Members.
" Knowles . . . . .	Waterloo . . . . .	"	60	"
" Henstridge . . . . .	Frontenac . . . . .	"	50	"
" Scarlett . . . . .	Northumberland . . . . .	"	100	"
" Coates . . . . .	Halton . . . . .	"	75	"



Mr. McKinnon . . . . . Peel . . . . .	Representing 70 Members.		
" Brebner . . . . . W. Lambton . . . . .	"	103	"
" Ray . . . . . Ontario . . . . .	"	100	"
" Strang . . . . . W. Huron . . . . .	"	70	"
" White . . . . . E. Lambton . . . . .	"	92	"
" Petrie . . . . . S. Wellington . . . . .	"	111	"
" McCormick . . . . . Dufferin . . . . .	"	63	"
" McNaughton . . . . . Stormont . . . . .	"	65	"

The Convention adjourned.

WEDNESDAY, August 15th, 1883.

The Convention assembled at 2 p.m.

The President in the chair.

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

The Minutes of the afternoon and evening sessions were read by the Secretary and confirmed.

The Report of the Audit Committee was presented.

TORONTO, August 14th, 1883.

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

All of which is respectfully submitted.

D. H. HUNTER, }  
R. LITTLE, } *Auditors.*

The report of the Audit Committee was adopted.

Mr. Bryant read a paper on "The advisability of a change in the administration of the School Law, by the appointment of a Chief Superintendent of Education and a Council of Public Instruction, in lieu of a Minister of Education.

Moved by Mr. McKinnon, seconded by Mr. Smith,—That a hearty vote of thanks be tendered Mr. Bryant for his able and dispassionate discussion of the subject assigned him by the Executive Committee.  
—*Carried.*

A discussion followed, which was taken part in by Messrs. Reid, Smith, Hughes, Carlyle, Taylor, Hunter, McKinnon, Powell, Strang, and Bryant.

Moved by Mr. J. H. Smith, seconded by Mr. James L. Hughes,—That the decision of this Association on the subject of Minister of Education vs. Chief Superintendent, be reserved until our next annual meeting, and that in the meantime a copy of Mr. Bryant's recommendations be sent to each County and City Association, with a request that instructions be given to their delegates regarding their action on the matter.

In amendment it was moved by Mr. Strang, seconded by Mr. Goggin,—That the motion be amended by inserting after “that” the following words: “while expressing a general approval of the changes proposed in his paper, yet deeming it wise to have the question more fully discussed before pronouncing absolutely on it.”

Amendment lost, and Mr. Smith’s motion declared carried.

A paper on “Licensing of Teachers” was read by Mr. John Dearness.

The discussion of this paper was participated in by Messrs. McAllister, Scarlett, Brown, Alexander, Girardot, Powell, and McKinnon.

Moved by Mr. Knight, seconded by Mr. Girardot,—That the thanks of this Association be given to Mr. Dearness, and that the further consideration of his paper be postponed until after the lecture this evening.—*Carried.*

The Association adjourned.

#### EVENING SESSION.

The President took the chair at 8 o’clock.

The Minutes of the last meeting were read and confirmed.

Dr. Wm. Oldright, M.A., read a paper on “School Hygiene.”

Drs. Yeomans and Caniff followed on the same subject.

A vote of thanks was tendered to Dr. Oldright for his eloquent and useful address.

Drs. Yeomans and Caniff were also thanked for their addresses.

The following Delegates reported :—

J. T. Bowerman . . . . . Ottawa . . . . .	Representing	55	Members.
J. B. Morton . . . . . N. Hastings . . . . .	“	93	“
Geo. Moir . . . . . Perth . . . . .	“	180	“
W. E. Groves . . . . . N. Huron . . . . .	“	41	“
T. Girardot . . . . . N. Essex . . . . .	“	130	“
T. D. Colwell . . . . . N. Simcoe . . . . .	“	70	“
M. Gill . . . . . Toronto . . . . .	“	149	“
G. W. Line . . . . . South Hastings . . . . .	“	125	“

The Association adjourned.

#### THURSDAY, August 16th, 1888.

The Convention assembled at 2 p.m.

The President in the chair.

Mr. Robert McQueen read a portion of Scripture and led in prayer.

The Minutes of Wednesday evening’s session were read and confirmed.

The Secretary read the report of the Executive Committee nominating the Officers for the ensuing year.

<i>President,</i>	- - -	MR. G. W. ROSS, Strathroy.
<i>Recording Secretary,</i>	- - -	MR. R. W. DOAN, Toronto.
<i>Corresponding Secretary,</i>	- - -	MR. A. P. KNIGHT, Kingston.
<i>Treasurer,</i>	- - -	MR. W. J. HENDRY, Toronto.

Mr. Mackintosh moved, seconded by Mr. J. H. Smith,—That the report of the committee be adopted.

Mr. Bryant moved, seconded by Mr. Reazin,—That the report be amended by inserting the name Mr. J. S. Carson in place of Mr. G. W. Ross.

Mr. Reid moved,—That Mr. J. L. Hughes' name be inserted in the report instead of that of Mr. Ross.

Mr. Hughes declined the nomination, and retired in favor of Mr. Ross.

Mr. Bryant withdrew his nomination at Mr. Carson's request.

The report was then adopted without change.

The Secretary read an invitation from the Entertainment Committee of the International Short Hand Congress, to the members of the Ontario Teachers' Association, to attend a *Conversazione* in the rooms of the Education Department, on Thursday evening.

Moved by Mr. Hughes, seconded by Mr. McAllister,—That the thanks of the Association be tendered to the Committee of the Short-hand Congress for their kind invitation.—*Carried.*

The Secretary read the report of the Committee on Mr. Millar's Essay.

Your Committee beg leave to report as follows :—

1. That, in the opinion of your Committee, the teacher, as representing the parent, is responsible for the moral as well as the intellectual training of his pupils while under his charge.

2. That all systematic moral training in the schools of Ontario should be based upon the Christian religion, as set forth in the Bible.

3. That the reading of selected portions of Scripture, as a part of the regular daily exercises in all our schools, would be a material aid to teachers in the discharge of their duties in regard to such moral training.

4. That we re-affirm the opinion of the Association expressed last year, to the effect "that any one who cannot reverently, humbly, and lovingly read the Word of God, is not fit to be a teacher."

5. That the Education Department do make a suitable selection of Scripture readings for the schools under its charge.

6. That the use of such selections be made obligatory in all schools, unless the Board of Trustees in towns and cities, or the Annual School Meeting in rural sections, decide to the contrary.

7. That, in the opinion of this Committee, more might be done by Ministers of the Gospel of the various denominations in the way of awakening public interest in this question, especially amongst the members of their own congregations. Much good would also result from frequent informal visitation of schools by clergymen.

All of which is respectfully submitted.

D. A. MAXWELL, *Chairman*.

Moved by Mr. Maxwell, seconded by Mr. D. J. McKinnon,—That the report be considered clause by clause.

The 1st, 2nd, 3rd, and 4th clauses were adopted.

In amendment to the 5th clause, it was moved by Mr. William Clark, seconded by Mr. John Campbell,—That the 5th clause be expunged, and the following be inserted in lieu thereof:—"That the teachers be left free to choose what portions of Scripture they shall read."

The amendment was lost.

The 5th clause was adopted.

Moved by Mr. D. J. McKinnon, seconded by Mr. H. I. Strang,—That the 6th clause be amended by inserting after the word "selection" the words, "or such other passages as may be chosen by the local authorities."

Mr. J. L. Hughes moved, seconded by Mr. William Mackintosh,—that the 6th clause be expunged.—*Carried*.

Mr. Reazin moved, seconded by Mr. Brown,—That the 7th clause be expunged.—*Carried*.

The report as amended was adopted.

The discussion of this report was participated in by Messrs. Maxwell, Knight, McKinnon, McAllister, Carson, Clark, Campbell, Reid, Dearnest, Hunter, Bowerman, Hughes, Boyle, Strang, Brebner, Mackintosh, Reazin, Telford, Manley, and Forrest.

Mr. F. C. Powell read a paper on "Examinations and Examiners."

Mr. Duncan moved, seconded by Mr. Scarlett,—That a hearty vote of thanks be given Mr. Powell for his instructive paper.—*Carried*.

Mr. Alexander moved, seconded by Mr. Duncan,—That the thanks of this Association be and are hereby tendered to the publishers of the daily newspapers for their very full and accurate reports of the meetings; to the passenger agents of the railways for their reduced passenger rates allowed to members in attendance here; to the Minister of Education for his kindness in allowing the Association the use of the rooms in the Educational Department; and to the President of the Association for his services during the past year.—*Carried*.

After singing the National Anthem, the President declared the Association adjourned.

## MINUTES OF PUBLIC SCHOOL SECTION.

AUGUST 14th, 1883.

The first meeting of the Public School Section of the Provincial Teachers' Association was held in the Public Hall, Education Department, beginning at 12.15.

The meeting was called to order by the Chairman, Mr. William Rannie, of Newmarket.

Moved by Mr. George E. Wightman, seconded by Mr. R. Alexander, That the minutes of last session being published and extensively circulated, be adopted without being read.—*Carried.*

Moved by Mr. R. Alexander, seconded by Mr. James Duncan, That the Chairman and Secretary be a committee to select a satisfactory room for the use of the Public School Section.—*Carried.*

On motion of Mr. S. McAllister, seconded by Mr. J. C. Bain, the Section adjourned, to meet at 9 a.m. on Wednesday, in such room as the committee might select.

## SECOND DAY.

AUGUST 15th, 1883.

The Section met at 9 a.m. in the Arts Room of the Education Department—Mr. Rannie in the chair.

The business of the Section was opened by reading a portion of Scripture and engaging in prayer.

The Chairman explained that the room now occupied had been secured for the use of the Section.

The minutes of last meeting were read and confirmed.

Mr. R. Alexander, of Galt, read a paper on Hygiene.

A discussion followed, in which the following teachers took an active part:—James Bowerman, S. McAllister, Geo. E. Wightman, R. W. Telford, R. Alexander, R. H. Knowles, Murphy, Phillips, D. J. Goggin, Wm. Rannie, and others.

Mr. S. McAllister moved, seconded by W. J. Hendry, That the thanks of the Section be tendered to Mr. Alexander for his able, interesting, and instructive paper.—*Carried.*

The Secretary read a letter from Dr. Forrest, asking for permission to illustrate his contrivance for word building. The communication was referred to a committee consisting of the Chairman and Secretary.

Mr. James Duncan gave notice of motion respecting new series of School Readers.

Mr. D. J. Goggin moved, seconded by Mr. S. McAllister, That

Mr. Alexander be requested to prepare a synopsis of his paper on Hygiene, for insertion in the minutes of the Association.—*Carried.*

Mr. Wm. Rannie, of Newmarket, gave an address on the High School Entrance Examination.

A discussion by Messrs. A. M. Taylor and F. C. Powell followed this address.

On motion of Mr. Duncan, seconded by Mr. Alexander, the discussion was adjourned until Thursday.

The Section then adjourned, to meet at 9 a.m. on Thursday.

### THIRD DAY.

AUGUST 16th, 1883.

The Section opened with prayer at 9 a.m.

Mr. Wm. Rannie occupied the chair.

The minutes of last meeting were read and, on motion, confirmed.

Mr. R. Alexander explained the methods of ascertaining the amount of carbonic acid gas in the air present in a schoolroom.

Moved by Mr. S. McAllister, seconded by Mr. James Bowerman, That, in the opinion of this Section, the Education Department should take measures for enforcing the proper ventilation of school buildings.—*Carried.*

Mr. Duncan moved, pursuant to notice given on Wednesday, seconded by Mr. Knowles, That the teachers of the Public School Section disapprove of the authorization of more than one series of School Readers.—*Carried.*

Moved by Mr. Alexander, seconded by Mr. McAllister, That the Section be requested to place the resolutions respecting the ventilation of school buildings, and the authorization of School Readers, before the General Association for its approval.—*Carried.*

The Chairman then informed the Section that the committee had decided to allow Dr. Forrest fifteen minutes. The Doctor then introduced his contrivance for word building, and illustrated its use by a series of examples.

The election of officers was then proceeded with, which resulted as follows:—Chairman, Mr. James Duncan, Windsor. Secretary, Mr. F. C. Powell, Kincardine. Directors, Messrs. R. Alexander, Galt; James Munro, Ottawa; D. J. Goggin, Port Hope; S. McAllister, Toronto; William Mackintosh, Hastings. Legislative Committee, Messrs. R. W. Doan, W. J. Hendry, and S. McAllister.

Moved by Mr. S. McAllister, seconded by Mr. Bain, That in case one of the four directors selected by this Section should be selected by the High School Section, then Mr. William Rannie, of Newmarket, shall be director in his place.—*Carried.*

On motion of Mr. R. W. Doan, seconded by Mr. W. J. Hendry, the thanks of this Section were tendered to the retiring officers for their services during the past year.

Mr. James Duncan, of Windsor, then took up the subject of the new programme, and after giving a short address, moved, seconded by Mr. F. C. Powell, That we, the Public School Section, respectfully recommend, 1st, that the Public School programme should be re-arranged so as to grade better and more evenly divide the work thereon; 2nd, that a fuller and more minute statement of the work to be done in each class would remove the uncertainty and difference of opinion that now exist, and would more clearly set forth the character and limit of work thereon.

A lengthy discussion followed, by Messrs. A. M. Taylor, W. R. Telford, James Duncan, H. Gray, D. J. Goggin, S. S. Herner, S. McAllister, R. H. Knowles, William Clarke, G. K. Powell, W. E. Groves, and Dr. Carlyle.

Mr. H. Gray moved in amendment to Mr. Duncan's resolution, seconded by Mr. G. K. Powell, That no action be taken by this Section at present respecting re-arrangement of Public School programme. The amendment was carried and the motion lost.

On motion of Mr. Alexander, seconded by A. M. Taylor, the Section adjourned.

WILLIAM RANNIE,  
*Chairman.*

F. C. POWELL,  
*Secretary.*

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#### MINUTES OF HIGH SCHOOL MASTERS' SECTION.

TUESDAY, August 14th, 1883.

The Section met in the Minister's Room, at 10.30 a.m.

Mr. G. H. Robinson, Chairman of the Section, stated that, having retired from the teaching profession, he wished to place his resignation in the hands of the Section. The members expressed regret at Mr. Robinson's retirement, and agreed to leave the matter in abeyance until the afternoon.

The Section met again at 5 p.m.

Mr. H. Strang was elected Chairman, and Mr. D. H. Hunter Secretary.

It was decided to meet at 9 a.m. on Wednesday, and that the first topic for discussion be "Entrance Examinations to High Schools," to be introduced by Dr. Forrest, Bradford; the second, "The Professional Training of High School Teachers," to be introduced by Mr. McHenry.

Moved by Mr. McHenry, seconded by Mr. Turnbull, That a committee be appointed to bring in a report as to the means to be adopted to continue as members of the Section and Association such teachers

as, having retired from the profession, may be desirous of taking part in the business of the Association.—*Carried.*

Messrs. Seath, McHenry, and Turnbull were appointed a committee to carry out this resolution.

Mr. Robinson, late Secretary of the Section, reported that he had, as requested by the Section last year, forwarded the resolution respecting University Examinations to the Senate of Toronto University.

Section adjourned.

WEDNESDAY, August 15th, 1883.

Members present—Messrs. Strang, McHenry, Bryant, Robinson, Turnbull, J. M. Hunter, Morgan, Embree, Smith, Forrest, Merchant, Connor, MacMurchy, Seath, Stevenson, Carscadden, McGregor, and D. H. Hunter.

Mr. H. Strang in the chair.

Minutes of last meeting read and confirmed.

Mr. James Turnbull, Clinton High School, was introduced, and addressed the Section on the subject of "Entrance Examinations to High Schools." The speaker gave a history of these examinations, explaining what is satisfactory in the present system, as well as pointing out several unsatisfactory features in some of the papers set for these examinations.

A discussion followed, in which Messrs. McGregor, Merchant, McHenry, Strang, Connor, Embree, Hunter (D. H.), Bryant, Robinson, and Seath took part.

The discussion was discontinued, to allow Mr. McHenry to read a paper on "Professional Training of High School Teachers."

Moved by Mr. Seath, seconded by Mr. McGregor, That Mr. McHenry furnish his paper to the two educational journals of the city for publication.—*Carried.*

Moved by Mr. McHenry, seconded by Mr. Merchant, That, in the opinion of this Section, the interests of secondary education in Ontario would be greatly promoted if a suitable theoretical and practical course of professional training were provided for and required of all our High School teachers.—*Carried.*

Moved by Mr. Seath, seconded by Mr. Embree, That Messrs. McHenry, Turnbull, and Connor be a committee to draft for the meeting of the Section to-morrow a scheme for the professional training of High School teachers.—*Carried.*

Mr. Turnbull then presented his resolution regarding the Entrance Examinations to High Schools, which was as follows:—That, in the opinion of this Section (1) the Literature for the Entrance Examination should be changed at intervals, say, of three years; (2) that the study of History be begun at the Tudor period, and continued to the reign of Victoria; (3) that in future the paper set in Arithmetic be shorter and of a somewhat simpler nature than that set in June, 1883.



Moved by Mr. Seath, seconded by Mr. Connor, That further discussion of Mr. Turnbull's resolution be deferred until the meeting to-morrow, and that it be then taken up as first in order of business.  
—*Carried.*

Section adjourned, to meet on Thursday morning at 9 a.m.

THURSDAY, August 16th, 1883.

Section met again at 9 a.m.

Members present—Messrs. McHenry, Hunter (J. M.), Robinson, Spotton, Turnbull, Reid, Stevenson, Jardine, Embree, MacMurchy, Bryant, Carscadden, Smith, Merchant, Morgan, Wilson, Curry, Smellie, Forrest, O'Connor, and Hunter (D. H.)

Mr. H. Strang in the chair.

Minutes of last meeting read and confirmed.

The discussion on Mr. Turnbull's resolution was resumed, in which Messrs. Spotton, MacMurchy, McHenry, Strang, Bryant, Carscadden, Embree, Hunter, and others, took part. The resolution was carried.

The committee appointed to draft a scheme for the professional training of teachers presented their report, which is as follows:—

(1) That as the Regulation touching this question is now suspended until the end of 1883, and as there is no likelihood of immediate legislative action, it would be advisable for the Section to defer until our next meeting any definite suggestions on the subject; (2) that the committee in the meantime issue a circular to High School Headmasters and Trustee Boards, with a view to eliciting general opinion on this question.

Mr. McHenry moved, seconded by Mr. MacMurchy, the adoption of the report, which was carried.

Dr. Tassie, late headmaster of Galt Collegiate Institute, being introduced, asked leave to make an explanation.

Dr. Tassie stated that, as High School masters' representative on the Senate of the University, he had been misrepresented some time ago in the press regarding his attendance at meetings of the Senate. He stated that he had attended the meetings regularly, had discharged his duty faithfully, and had the approval of his colleagues.

Mr. Spotton delivered an address on "Science at Junior Matriculation."

Mr. Bryant moved, seconded by Mr. D. H. Hunter, That the thanks of the Section be tendered to Mr. Spotton for his excellent address.—*Carried.*

The discussion of Mr. Spotton's address was then proceeded with, in which Messrs. Bryant, Hunter (J. M.), Carscadden, Strang, Turnbull, and others, took part.

It was moved by Mr. Bryant, That this Section expresses its

opinion (1) that Science study should form a part of University matriculation, and therefore respectfully suggests that an easy paper on Botany or Chemistry, tending to elicit an evidence of a practical acquaintance with the subject, be obligatory in junior matriculation work; (2) that Botany, Chemistry, and German be made an equivalent for Greek in junior and senior matriculation; also that German be made a compulsory subject for science students throughout the course, and that the representative of this Section in the Senate be asked to promote the views of the Section in these matters in the Senate; (3) also that the paper set in Heat for first-class certificates should be such as could be prepared for by a study of a work such as "Tyndall's Heat as a Mode of Motion," in conjunction with such reasonable experiment and observation as can be made with the aid of the apparatus and teaching to be found in our best schools.

The resolution was considered clause by clause.

Mr. McHenry moved, seconded by Mr. McGregor, That the first clause be amended by inserting "That in view of the increasing importance of the Natural Sciences, this Section would recommend that some scientific subject be placed upon the programme for University matriculation at as early a period as may be found practicable."—*Carried.*

After considerable discussion on the second clause, Mr. D. H. Hunter moved, seconded by Mr. Spotton, That it be amended as follows:—"That the matter of the selection and arrangement of the subjects of matriculation examinations in Natural Science be referred to a committee composed of Messrs. Bryant, Turnbull, and McHenry, to report at the meeting of this Section next year."—*Carried.*

The last clause was then adopted.

Mr. O'Connor complained that no notice had been taken by the Department of the communication of the Section last year respecting the distribution of legislative aid.

Mr. Hunter laid before the Section a circular respecting legislative aid, which he had received from the Secretary.

A discussion on the Legislative Grant to High Schools followed, and a very general condemnation of the present mode of distribution was expressed.

On motion it was resolved, That the matter of legislative apportionment to High Schools and Collegiate Institutes be referred to a committee, and that they be urged to represent to the Minister of Education any objections which may exist to the present mode of distribution.

Messrs. Seath, Embree, Spotton, Reid, and Hunter, (D. H.) were appointed a committee.

The Section appointed the following committees:—Executive—Messrs. Strang, Bryant, Dr. Forrest, MacMurchy, and J. H. Smith. Legislative Committee—Messrs. Seath, Embree, and Spotton.

The Section adjourned *sine die*.

## PUBLIC SCHOOL INSPECTORS' SECTION.

TUESDAY, August 14th, 1883.

The Section met in the Reading-room, at 11.30 a.m.

Present—J. Dearness (Chairman), Messrs. Barnes, Brebner, McKinnon, Little, Girardot, Campbell, and Maxwell.

Mr. Little, representative of the Section on the Legislative Committee, reported that the committee had waited on the Hon. the Minister of Education, respecting certain changes in the school law, and that he had advised that, as there was to be a consolidation of the various School Acts, discussion should be postponed until the presentation of the Bill to the Legislature, at which time a written statement of opinions should be sent to him. The Minister having been taken ill, nothing further was done.

After a general conversation, in which several suggestions were offered, it was resolved, That a committee should be named by the Chairman to bring in a report on amendments to the present school law.

The Chairman named Messrs. McKinnon, Brebner, and Little as a committee.

WEDNESDAY, August 15th, 1883.

The Section met at 9 a.m.

Present—J. Dearness (Chairman), Messrs. Carson, Brebner, McIntosh, Brown, Reazin, Agnew, Barnes, Scarlett, Johnson, Michell, Maxwell, Knight, Campbell, Girardot, McNaughton, Grier, Carlyle, Hughes, Moses, McFaul, Ross, Clapp, Little, Smith, Rev. J. Gordon, and Dr. Kelly.

Mr. McKinnon introduced the subject, "The most effective application of government aid to public instruction, and the basis of distribution of the School Fund."

After some discussion, it was resolved, That in the opinion of this Section, the legislative and municipal grants to Public Schools should be largely increased.

Moved by Mr. McKinnon, seconded by Mr. Campbell, That, in the opinion of this Section, the legislative and municipal grants should not only be largely increased, but also should be apportioned upon the basis of local effort, as shown by the rate in the dollar levied for teachers' salaries and other ordinary expenses.—*Lost*.

Moved by Mr. Knight, seconded by Mr. Michell, That, in the opinion of this Section, the legislative grant should be doubled, and that one-half of it should be apportioned as at present on average

attendance, and the other half according to the rate in the dollar for ordinary school purposes.—*Lost*.

Moved by Mr. Reazin, seconded by Mr. Grier, That, in the opinion of this Section, the Public School grants should be divided amongst the schools share and share alike.—*Lost*.

Moved by Mr. Brown, seconded by Mr. Reazin, That, in the opinion of this Section, one-half of the School Fund should be apportioned as at present on the average attendance, and the other half EQUALLY among the schools of the Municipality.—*Lost*.

Moved by Mr. Hughes, seconded by Dr. Agnew, That the four motions be reconsidered. The vote being re-taken, the motions were lost.

Mr. Carson then discussed the subject, "The salary and remuneration of Public School inspectors."

After considerable discussion, it was moved by Mr. Reazin, seconded by Mr. Ross, That the Chairman appoint a committee to draft a memorial to the Minister of Education with reference to an increase in salaries of inspectors.—*Carried*.

THURSDAY, August 16th, 1883.

Section met at 9.30 a.m.

Present—J. Dearness (Chairman), Messrs. Michell, Carlyle, Campbell, McNaughton, Agnew, Johnson, Knight, McKinnon, Hughes, McFaul, Kelly, Little, Reazin, Girardot, Scarlett, Moses, Brebner, Brown, McIntosh, Barnes, Carson, Clapp, Ross, and Maxwell.

Mr. Carlyle made a verbal report from the committee appointed on "Salaries of Inspectors."

It was resolved to ask the Minister of Education to take steps to increase the salaries of inspectors.

Moved by Mr. McKinnon, seconded by Mr. Knight, That an additional allowance should be made for the inspection of schools in the more sparsely-settled townships.—*Carried*.

#### OFFICERS ELECTED.

<i>Chairman</i> .....	D. A. MAXWELL .....	Amherstburg.
<i>Secretary</i> .....	A. CAMPBELL .....	Kincardine.
	(GEORGE KIRK .....	Cobourg.
	J. JOHNSON .....	Belleville.
<i>Directors</i> .....	W. CARLYLE .....	Woodstock.
	C. A. BARNES .....	Forest.
	F. H. MICHELL .....	Perth.
	J. S. CARSON .....	Strathroy.
<i>Legislative Committee</i> .	W. MCINTOSH .....	Madoc.
	J. L. HUGHES   .....	Toronto.

The Secretary's account was ordered to be endorsed by the Chairman, and to be presented to the Executive Committee.

It was resolved to have a meeting during the winter, upon the call of the Chairman and Secretary of the Section.

Mr. McKinnon, chairman of the Committee on Amendments to the School Law, reported verbally that the committee had partially arranged its work, but could not complete it during this Convention, and asked for extension of time until the adjourned session.—*Request granted.*

Mr. Michell discussed the subject, "Examiners—Provincial and County Board."

During a short recess, Dr. Forrest exhibited his apparatus for word building, for which the thanks of the Section were given him.

Moved by Mr. Michell, seconded by Mr. Barnes, That, in the opinion of this Section, the Entrance Examination should be conducted by a County Board of Examiners, consisting of the Public School inspectors and headmasters of High Schools; the remuneration to be three (3) dollars per day for presiding, and seventy-five (75) cents per candidate for the examination of answers.

Moved in amendment by Mr. Clapp, seconded by Mr. Girardot, That, in the opinion of this Section, the Public School inspectors and the headmasters of the High Schools should constitute the Board of Examiners for the admission of pupils to High Schools; and that they should be paid four dollars per day for presiding at the examination and reading the papers, the expenses of such examination to be borne as formerly.—*Amendment carried.*

Moved by Mr. McKinnon, seconded by Mr. Girardot, That, in the opinion of this Section, third-class certificates should be limited to the county in which they are granted.—*Carried.*

Moved by Mr. Girardot, seconded by Mr. McNaughton, That, in the opinion of this Section, the granting of third-class certificates (non-professional as well as professional) should be left to the County Boards of Examiners.—*Carried.*

An informal expression of opinion was given in favor of a change in the statute, to permit an inspector to spend, on an average, one day in each school of his inspectorate annually, the dividing of his time to be left to his own discretion.

## TREASURER'S REPORT FOR 1882-83.

RECEIPTS.		DISBURSEMENTS.	
	\$ c.		\$ c.
Balance from last year	316 11	Publishing Minutes	56 25
Sundry debts	2 25	Expense of Convention, 1882	25 00
Sale of Minutes	51 60	Legislative and Executive Committees' expenses, postage and stationery	47 75
Members' fees	50 50	Express and sundries	36 35
Government grant	200 00	Balance on hand	484 71
Advertisements in Minutes	19 00		
Interest	10 60		
Total	\$650 06	Total	\$650 06

Respectfully submitted,

W. J. HENDRY,

*Treasurer, Ontario Teachers' Association.*

Toronto, August 14th, 1883.

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# PAPERS

READ BEFORE

## THE ONTARIO TEACHERS' ASSOCIATION,

1883.

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### THE PRESIDENT'S ADDRESS.

The President, Mr. A. MacMurchy, M.A., delivered his annual address. He said:—

LADIES AND GENTLEMEN,—In the remarks which through custom it now becomes my duty to address to you, I purpose to confine myself to a few of those points with which we, to whom the parents of the country entrust their children for nurture in all that truly ennobles a human being, should be especially conversant.

#### EDUCATIONAL WORK IN ONTARIO AND TEACHINGS THEREFROM.

The work to be done under any school law is threefold. First, to provide sufficient and suitable school accommodation; second, to enforce regular attendance of all children of school age at the schools thus provided; third, to adopt the necessary means to secure for the children thus assembled a complete and efficient education.

#### SCHOOL ACCOMMODATION.

On the first object, viz., school accommodation, I do not intend to say anything, except to state that very satisfactory progress has been made, and to express the conviction, which I have had for some years past, that too much attention has been paid to the material development of the schools—and slight interest taken in the well-being of the living agent—to the detriment of the progress of the country—since it is true for all time: like master, like school.

#### MATERIAL.

The population of this province of the Dominion of Canada is now over 2,000,000, and by the last annual report (1881) of the Minister of Education, the whole number of school children is 484,224. From this number deduct one-seventh for those who are not likely to be found in the public elementary schools and we have 415,049 as the number which should be taught in these schools. I may be allowed to express a doubt as to the accuracy of the returns.

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in regard to the number of school children in Ontario. In Great Britain the number of school children between the ages of 5 and 14 inclusive forms about a sixth of the population, but in Ontario the given number forms nearly a fourth. Another peculiarity is that while the whole population is increasing, the school population, according to the returns, is decreasing. I take the liberty of directing the attention of the inspectors to these features of our school statistics. Looking at the figures given by the annual departmental reports on education, I find that for the year 1858, the daily average attendance was 35 per cent. of the number on the roll; for the year 1868, the daily average attendance was 40 per cent.; for 1880, 46 per cent., and for 1881, 45 per cent. So that apparently the annual increase in average daily attendance has been  $\frac{1}{2}$  per cent. Examining the last report issued by the education authorities of the United States of America, I find that the percentage of the whole school children who attended school for the year was 34, whereas the daily average percentage of the number on the roll for the same year was 59 in one city; the daily average attendance of those on the roll is reported to have been 89 per cent. The school age in England and Wales is between 5 and 13; the percentage of the whole number of school children whose names were on the roll for 1881 was 70; the daily average attendance of those whose names appeared on the roll for the same year was 83.45 per cent., and is year by year becoming higher. For Scotland, where the school age is between 5 and 14, the percentage for 1881 of the whole number of school children expected to attend public elementary schools, was 66, and for those whose names were on the roll, the percentage of the daily average attendance for the same year was 79; also, as in England and Wales, this percentage is annually becoming greater. From these figures it is seen that we are far behind England and Wales, Scotland, and even the States of the neighbouring Union in the matter of school attendance. The law compels the local school authorities to make provision for teaching all the school children in the country, the money has been invested for this purpose by the parents, teachers have been engaged for instructing the scholars, but though the machinery is complete in all its parts, the learners are not in the school-rooms. The financial loss, though it is not inconsiderable, is only the least part of the actual loss sustained by the people on account of the small daily average attendance of the scholars. Much more attention is required from trustees, inspectors, teachers and parents, in order to secure the average attendance which has been obtained, without much difficulty, in other English-speaking communities. It is not at all creditable to us, that our wealthy and populous Province of Ontario should be so far behind other countries existing under similar conditions in this essential requisite of prosperous school-keeping.

Having thus briefly, but as well as may be, considered the scholars and their attendance at school, let us look at the teachers; as respects their (a) literary attainments; (b) experience in teaching; (c) length of service. It is quite unnecessary for me to state what are the conditions, both as regards literary attainments and experience

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gained in teaching, in order to obtain the certificates of the various grades; all these I may safely assume are well known to you. In all the public elementary schools, there are 6,928 teachers engaged. By the last annual report of the Minister of Education they are classified as follows:—Number of teachers holding third-class certificates, 4,346; number holding second-class certificates, 2,059, and number holding first-class, 523; that is, the percentages of third, second, and first-classes respectively are 63, 29, and 8. You will observe, no distinction is made between County Board certificates and those issued by the Minister upon the recommendation of the Central Committee of examiners, nor is the number of these holding permits only excluded from the third-class. It is not satisfactory to observe that the number of those holding the lowest grade of certificate is continually increasing. Every legitimate facility and inducement should be afforded to teachers to improve the grade of their certificates, and to continue without interruption in the profession. To secure these worthy ends, the providing of residences for teachers would be of special value, as enabling a most desirable class to remain in the service, and not only so, but the tendency of such wise and fitting provision would be the lessening of the too frequent change of masters, which, in the best interests of the country, we all regret so much. I found it impossible to obtain any reliable information as to the average length of service of teachers in Ontario; I suspect it is comparatively very short. Some statistics can be given as to the longest period of service. Examining the list of those who are receiving the allowance from the Superannuation Fund, I find the following figures bearing upon the ages and length of service in Ontario of the recipients. Five consecutive years were taken. The average ages were 65, 65, 64, 63, 63; average length of services in Ontario was respectively for the same years, 22. From this it is manifest, either that these men began to teach somewhat late in life, or that they had taught for years somewhere else. The professional life should at the very least be 50 per cent. more. A man is only at his best as a teacher between the ages of 40 and 60 or 65.

#### AIMS.

We meet our scholars day in day out during the school year. What is our object? What have we in view in so far forth as we consciously set a definite aim before us? Is it simply to pass the time or to get a piece of bread? or to make keeping school a basis of operation for gathering money in all possible ways by taking advantage of the legal holidays for outside business rather than, as designed by law, for repairment of energies and increase of knowledge? Must we confess that amongst the 7,000 teachers of Ontario there are some who put a noble profession to an ignoble use? Is it our aim only to give instruction in the representative subjects of reading, writing, and arithmetic? We know that there are some able, capable and zealous teachers, who devote their energies to this duty, and consider it to be the whole function of the schoolmaster. But is this so? Do we meet our whole obligation when we turn out boys and girls good readers,

writers of a fair hand, and good at ciphering, expert at telling the location of different countries, etc., etc. ? I ask each teacher who has given the question any thought if he feels satisfied in his own mind that he has done his duty by the boys and girls of his school when he has dealt only with the intellectual part of their being ?

Assuredly, I feel certain that I voice only the mature judgment of our efficient and zealous teachers when I give emphatically the answer No to the above question. Here I insert an advertisement which appeared in the public prints not many months since :—" A boy wanted ; the boy that is wanted must be active, intelligent, cleanly in his habits, quick to learn, obedient, truthful, and above all, must be honest." This advertisement clearly reminds us teachers that while we are to attend to the cultivation of the intellectual faculties, we are by no means to forget that if our boys are to fill the places where boys are wanted, we must with the utmost care develop, nurture, and strengthen good character. The conduct of a man, not his attainments, most concerns his fellows with whom he lives, and the nation of which he is a citizen. Many a man is honourable, faithful, and highly esteemed by those amongst whom he moves without being what is called educated. And, indeed, daily experience unmistakably shows us that a cultivated intelligence is often degraded to the worst purposes. It is therefore our deliberate aim, while giving the most earnest attention to the representative branches referred to above, also with equal care at least to attend discreetly and with unflagging zeal to the instruction of our scholars as to their moral obligations and duties. The training of a child should aim at the development of his whole nature, moral and religious, as well as intellectual. The being is one and indivisible ; we should not attempt to split it.

Cleanliness of person, purity of manners, truth, honesty, kindness, respect for the rights of others, forbearance, carefulness, thrift, love and obedience to parents and teachers, are of great importance, and the earnest, conscientious teacher will never have them out of view. Also the first faint appearance of good intentions will be eagerly watched for and carefully tended, and obedience to an enlightened conscience insisted upon as the hidden spring of all right action. To do this is to claim for our noble work its rightful place, to hallow it with the special care and sanction of the Master of Assemblies. Verily I declare unto you, brethren, that if I had the consciousness that my work in the school-room was limited by this life and the results of this life only, the very spring of action and endurance would be removed. That I am accomplishing a purpose, doing a special work—how imperfectly the Master only knows. Faith is the sheet anchor by which I meet all discouragement and all disappointment, and at the same time from which I derive power to continue at the work rejoicingly. And who are they that would rob you and me of this, the source of our continuance and power in our chosen profession, the most important of callings ? Because every good school is more than a place for the acquirement of knowledge. It should serve as a discipline for the orderly performance of work all through life, it should set up a high standard of method and punctuality, should train

to habits of organized and steadfast effort. Should be, in miniature, an image of the mighty world. And education must ever keep in view the great principle that its highest object is the mental, moral, and religious elevation of the scholar, the evolution of all that is best and noblest in his powers and character. It must aim at the highest possibilities, or its results will be failure. It must not be regarded as simply ministering to our selfish ends. Here I quote the opinions of two men, whose words, I doubt not, will have much weight with us. The first is that of a scientist, an earnest and successful student, an accomplished educator, Principal Dawson, of McGill College and University. "No education worthy of the name can overlook the religious instincts of man. It will be a fatal mistake in our science teaching if it runs counter to spiritual truths and interests. The teaching of non-religious men is cold and repulsive. The æsthetic and moral relations of nature are lost sight of. But so long as common sense remains to man, it is impossible that monism and agnosticism can be the doctrine of more than a very few eccentric minds." The other is that of our respected and much regretted Chief Superintendent of Education, the late Rev. Dr. Ryerson. "There are many religious persons who think the day schools, like the farm fields, is the place for secular work, the religious exercises of the workers being performed in the one case as in the other in the home habitation, and not in the field of labour. But as Christian principles and morals are the foundation of all that is most noble in man, as well as most prosperous in a country, it is gratifying to see the public schools avowedly impregnated with these to so great an extent, thus tending to build up a comprehensive system of Christian education."

The case being so, how are we to realize this the highest function of our life work. I know of no way, and the world has not yet discovered nor is it likely to find any other way but by Scripture reading and teaching of the Bible precept. You will not misunderstand me, I do not ascribe any talismanic power *per se* to the reading of Scriptures. I do recognise in the Bible a Divine gift to man for his safe guidance in this world of disappointments and triumphs. By religious and moral education, I understand not merely a set of Bible or religious lessons, or the regular and constant repetition in season and out of season of pious phrases, but the hourly training which is carried on every lesson of the day. It should control every act. It is the constant, though often the inexpressed and scarcely conscious reference of the conduct to the highest motives that the scholar may become self-reliant, and may be fitted to guide himself aright amidst the dangers and temptations which hourly beset his path of life. It is, in short, the preparation for the performance of the duties of this life in the light of the life hereafter. Nevertheless, though this is the case, I hold Bible reading in our public schools to be of prime importance, not for the teaching of doctrine, but for the teaching and emphasizing reverently of the great truths of our common Christianity. In the achieving of this glorious purpose, I do not believe any serious obstacle would be encountered from any enlightened and truly patriotic citizen. What is required is just to do it.

In the city of London, England, this is done most successfully. I cite the example of the city of London, not because it is done better there than in other parts of Great Britain, but because the school population is nearly the same as in the Province of Ontario, and because what is done there seems to me to be quite practicable in Canada, at least in Ontario. Prizes are given annually to the scholars attending the London Board Schools, through the liberality of Mr. Pelk, and also through that of the Religious Tract Society. For these prizes all the pupils, who are willing, are examined each year on portions of Scripture selected the previous year. For the year 1882 the number of school children whose names appeared on the school roll for the city of London, at the date of the last examination for Scripture prizes, was 203,001. Of this number 158,134 were examined in the selected portions of Scriptures for that year. "When it is borne in mind, says the Chairman of the School Board, that all the infants, except one standard, are excluded, it will be seen that practically all the children in attendance were examined." Why should we not have a similar record for our Province? I take it, ladies and gentlemen, that this question of Scripture knowledge, moral and religious education, is the vital questions for Ontario, yea, for the whole Dominion, in this and all succeeding generations.

"Who loves and lifts his fellow-man,  
He is the saint;  
He walks with God who works for man;  
Who in restraint  
Holds passions close, and folly scorns;  
His nights are clean and sweet his morns;  
God his pure brow with peace adorns,  
And crowns the saint."

Herewith I append the questions set the scholars at the last examination for Scripture prizes for the city of London, England:—

*Standard 4.*

1. Write in the words of Exod. xx. God's commands against idolatrous worship.
2. In what respect was Moses fitted to be the leader of the Israelites?
3. Give, in St. Paul's words to the Ephesians, the duties of parents and children, of masters and servants.
4. Give instances, from the Acts, of St. Peter's zeal in preaching the Gospel.
5. How did Christ say that all men should know who were His disciples?
6. "Render to Caesar the things that are Caesar's, and unto God the things that are God's." Under what circumstances did Christ use these words?
7. Give three texts in which Christ is spoken of as "light."

8. In what way did our Lord teach, 1. Truthfulness in word and act, and 2. Just dealing one with another?

*Standard 5.*

1. What does St. Paul say about (a) Anger? (b) Evil talk? (c) Kindness one to another? And what does St. James say of "pure religion and undefiled?"

2. "Man looketh on the outward appearance, but the Lord looketh on the heart." To whom and on what occasion were these words said? Give from the Bible any other instance in which they are applicable.

3. Write a short account of Absalom's rebellion against his father.

4. Write down what you remember of the Parable of the seed growing secretly. How do you explain it?

5. In what sense did Jesus call himself—(a) The bread of life? (b) The light of the world? (c) The door of the sheep? (d) The true vine?

6. For what good deeds are the following persons commended in the Acts of the Apostles? Write a full account of one of them:—Dorcas, Cornelius, Barnabas.

*Standards 6, 7, and upwards.*

"It is enough: now, O Lord, take away my life; for I am not better than my fathers." By whom, and when, were these words uttered? Relate what took place immediately afterwards.

2. What does St. Paul say about—(a) Anger? (b) Evil talk? (c) Kindness one to another? And what does St. James say of "pure religion and undefiled?"

3. Write out the substance of the Parable of the wicked Husbandmen, and give its application.

4. "Doth our law judge any man, before it hear him, and know what he doeth?" On what occasion and by whom was this question asked? What answer was given?

5. Write a short account of St. Paul's journey to Rome.

6. St. Paul says to the elders of Ephesus, "The Holy Ghost witnesseth in every city, saying that bonds and afflictions abide me." Show from one or two incidents in his travels that this was so.

THE ADVISABILITY OF A CHANGE IN THE ADMINISTRATION OF THE SCHOOL LAW, BY THE APPOINTMENT OF A CHIEF SUPERINTENDENT OF EDUCATION AND A COUNCIL OF PUBLIC INSTRUCTION, IN LIEU OF A MINISTER OF EDUCATION.

JOHN E. BRYANT, M.A.

If any one thinks that our educational affairs can be managed by a system free from objection, I venture to submit that he has not fully considered the question. That the present method of administration is very faulty, I have not the slightest doubt; that it has some advantages which any substitute for it would lack, I do no doubt either; but the plan of administration which I shall propose for your consideration before I finish this paper—although not a perfect solution of the educational problem, will, I hope, be admitted by you to be so much less objectionable as to warrant its adoption, in principle at least, if not in all its details.

From the autumn of 1844 to the beginning of 1876, at the head of the school system of the Province was an executive officer styled the "Chief Superintendent of Education." Every child and every grown-up person in Ontario knows who this able and energetic, wise and patriotic man was, and if within the breast of every one of us there does not glow a feeling of gratitude for what this man did for us—for what he made possible for us to obtain and do—then are we lacking in that generous affection which a people should always cherish towards its noblest and its best. It is not too much to say that Dr. Ryerson founded the system which he administered, that he planted the tree which he afterwards watched and tended till all might enjoy its blossoming and partake of its fruit.

This system was essentially the work of one man's hand; and necessarily so. The country was new, its resources undeveloped, the people engrossed in constructing out of its material wealth homes for themselves and children. Just as the fabric of its political constitution was designed by one discerning mind, though reared, it is true, by others, so its educational system was planned and built, added to and strengthened, adapted to the growing and changing needs of the country, and made more efficient, by the skill and wisdom of him who for so many years was spared to do this honourable and beneficent work. Difficulties and opposition of every sort, arising from enmity, jealousy, prejudice, sectarianism, and party rancour, as well as just criticism, were in his way, almost at every step, and in every hour of his course, but they were always encountered with courage, and were generally overcome. There was one difficulty of his position, however, which he thought to be insuperable, and which indeed was so, as long as the constitution of the system remained as it was, viz., his inability to meet his opponents on equal terms, and so defend himself and his work when criticized or attacked. To the criticism of the press, whether open or anonymous, he was indifferent, as his was the pen of a ready writer and one wielded with a controversialist's skill.

Nor upon the public platform was he unequal to any assailant. But to the adverse criticism of the Legislature he could make no reply, against attacks from that quarter he was unarmed, and to meet the apathy or the hostility of the Government, if perchance such existed, he could bring to bear no other influence than his credit with the people, and the confidence of the country in his work. Should he venture to reply to attacks made by politicians upon the school law, or the school system, or himself, he was accused of "interfering with politics." He himself thus states it: "They would assail me without stint in hopes of crushing me, and then gag me against all defence or reply. So deeply did I feel the disadvantage and growing evil of this state of things to the Department, that in 1868 I proposed to retire, but my resignation was not accepted. . . . Nor was a recommendation to obviate this disadvantage, submitted in January 1869, adopted either, and I was left responsible in the estimation of legislators and every body else for the Department—the target of every attack in the Legislative Assembly, yet without any access to it or its members except through the press, and with no other support than the character of my work and the general confidence of the public." But there was always a greater danger to be feared than mere criticism or attack. Should the Government be engrossed with other affairs, and especially were it indifferent or hostile, a Bill might be passed through Parliament, prepared even with the best intentions, but which for want of that knowledge on the part of its promoters which only a practical experience in the working of the school system, and a profound study of the principles of school legislation can give, might contain provisions or omissions which would either impair the efficiency of the system, or be subversive of it altogether. This might be done, and the Chief Superintendent be impotent to resist, since a Government might, by listening to the would-be educational reformer in the Legislature, rather than to the executive head of the system out of it, thus grasp a majority necessary to their power. I do not believe that any Government or any Legislature would sanction a Bill which would be ruinous to popular education. But our school system is now so complex, it affects so many interests, and embraces so many principles, that I think it the easiest thing possible for legislation which proceeds without the advice of a Commission representing every interest, and made up largely of experienced educators and administrators of the school law, to impair the efficiency of the system very much indeed. So thought Dr. Ryerson when in 1849 a Bill was hurriedly passed through the Legislature without his advice, and which, although it embraced some popular and good provisions, was still so objectionable from its indifference to past experience and to the needs of the people, as he had found them to be, that rather than administer the Act he tendered his resignation. Very soon, however, Cabinet dissensions and party complications removed from office the promoters of the Bill, the Premier advised the suspension of its operation, and Dr. Ryerson was commissioned to prepare a new Bill which should embody with the popular provisions of the abandoned Act the result of his more mature knowledge and his experience gained from the working of the

system under his first Act, passed in 1846. This Bill became law in 1850, and is the basis of the Public School Law of Ontario at the present day.

In advocating the dissociating of the administration of the Education Department from the regular governmental administration of provincial affairs, it is well to recognize the liability of unwise and ill advised interference on the part of the Legislature, the Education Department being powerless to resist. The Legislature is supreme, and must necessarily remain so. But whether the Legislature is competent to improve or change the school law without the guidance of a body whose experience and special knowledge can give the right to advise, must be doubted. Dr. Ryerson, sensible of this weakness of his position, and not having learned by experience what other evils he was invoking by his counsel, in 1869 and in 1872, and on, until he succeeded in having his counsel taken, urged upon the local Government to assume the control of the Department, and to give to the Superintendent of Education a seat in the House and a place in the Cabinet. This was done on the 10th of February, 1876. That the evils gotten rid of were more than counterbalanced by those which came in with the change, I think we shall see further on.

A feature of the old system of administering the school law was the Council of Public Instruction. This body was organized in 1846, and consisted at first (in addition to the Chief Superintendent, who was member ex-officio) of five members, and never of more than eight. They were appointed by the Government on the recommendation of the Chief Superintendent. They were gentlemen of education, intelligence, and high social position, and were representative in the sense of being men of prominence and influence in the different religious bodies to which they belonged. This Council was an important factor in popularizing the new system of non-sectarian public instruction; for the opposition to it in the beginning arose, in great measure, from the jealousy of the different religious sects. Non-sectarian education was a new thing in the world. It had been introduced in Ireland in 1831 only. In England it had not yet been tried. The Upper Canada Council of Public Instruction, representing every important religious sect, when it sanctioned methods of religious instruction and worship in Public Schools, and authorized text-books and programmes of studies, by its very constitution guaranteed to the religious community the orthodoxy of what was done. But in course of time it came to be seen that the Council was in no educational sense a representative body. The gentlemen composing it were by their occupations debarred from all real knowledge of the wants of the people in the schoolroom. Most of them had received their own education in other countries and in other conditions. As judges of the general fairness and honesty of school regulations, and of the moral innocuousness of text-books, they were beyond reproach. They could endorse the ordinances of the Chief Superintendent with perfect readiness, because as to all interests which they were appointed to protect the Chief Superintendent was as liberal and impartial as they collectively could wish. But that system which now for nearly thirty years the



venerable chief had reared and fostered was not a mechanism; it was a growth—a living organism; and it was beginning to grow beyond the control and, it might be said, the ability of him who had originated it, even when supplemented by the counsels of his venerable advisers. In 1873 an infusion of younger blood was given to the now senescent Council. Gentlemen who had indeed been schoolmasters, but who had abandoned that disqualifying profession were appointed to succeed retiring members. But it must be said of the new body thus strengthened that the duties of their position were vaguely defined, their term of office uncertain, their responsibility to the people unacknowledged, and the routine of giving formal effect to the previously determined desires of the Chief Superintendent, so well established, that the attendance in the Council-room was not either regular or frequent.

Then, in response to popular discussion and demand, the constitution of the Council was greatly changed. On March 24th, 1874, was passed an Act consolidating the laws relating to public instruction, and the new Council was made to consist of:—

- (1) The Chief Superintendent, ex-officio.
- (2) Eight members appointed by the Lieut.-Governor.
- (3) One member elected by the Council of University College, and one by each of the other Colleges possessing University powers.
- (4) A representative of the Masters of High Schools and Collegiate Institutes.
- (5) A representative of the Inspectors of Public Schools.
- (6) A representative of the Teachers of Public and Separate Schools.

There was a provision, however, that every teacher, master, and inspector, whether of separate, public, or high schools, should be disqualified for membership.

This disqualification was, in my opinion, wrong in principle, and fatal to the future usefulness of the Council; but on September 1st of the year the new Council met, and continued to meet with regularity for about a twelvemonth. During this year good work was done. Committees on Library and Prize-books, Public School Text-books and Regulations, High School Text-books and Regulations, etc., etc., were appointed, and worked laboriously at their respective duties. There was ordered an investigation into the working of the Book Depository, which seemed to have outlived its *raison d'être*; steps were taken for securing suitable text-books where none existed; text-books which had become antiquated were superseded by others more modern; the work of the Normal Schools was enquired into, and these institutions restricted to their legitimate function—the professional education of the teacher; and propositions made by the High School inspectors and others were examined and criticized, and when found to be desirable, authorized for adoption. It was a year of real progress, but there seems to have been antagonism between the Chief Superintendent and the majority of the committee upon the Book

Depository question. It was known that the Chief Superintendent was advising the Government to take the administration of the Department into their own hands by the appointment of a Minister. Four members of the Council, whose term of office expired in August 1875, were not reappointed by the Government, nor were others appointed to take their places. It was generally supposed that the Government was preparing a Bill abrogating the powers, if not the very constitution, of the Council. The residue met in November, and wisely determined that as its existence was being ignored by the Government, the only act which it could perform with dignity was to adjourn *sine die*. Then followed an interregnum until February 10th, 1876, when a Minister of Education was appointed, who by Act of Parliament was made to unite in himself the executive authority of the Chief Superintendent and the legislative and advisory functions of the late Council of Public Instruction.

Seven years and a half have passed since the appointment of the Minister and the change in the administration of the school law, and the public has frequently expressed its opinion upon the merits and demerits of the new system as compared with the old. I do not propose to join in with or endorse much of that adverse and even hostile criticism of the acts of the Minister, which has been so common, sustained as it has been, I think, if not inspired, in great measure by party feeling in the critics, rather than by weakness and incompetency in the administration. It may well be doubted if any one in the Province could have been found more worthy of a place in the Educational Bureau than the gentleman selected. A scholar, holding the highest degree of our University, of acknowledged social position, distinguished in his own profession and in his political career for ability and success, and of unblemished personal character, he had every qualification which a party-politician could have. He entered upon his office with a zeal and energy which boded well for his future success, and which he has maintained unflinchingly until the prostration which overwork inevitably brings, has forced him to retire from the duties of his office. I cannot for one moment make myself a party to any criticism of his administration which shall accuse him of want of earnestness, or of non-appreciation of the magnitude and responsibility of his trust, or of intentional unfairness, or of idle negligence, or even of conscious partizan bias. I am very far from approving of all that he has done, or of the way in which he has done it, and while I cannot but admit that some of the faults of his administration have been due to the man, and will also admit that it is possible another Minister might have made fewer errors, and provoked less criticism, yet my position here is to maintain that the worst faults of the administration are due to the system and not to the Minister.

When the Minister entered office, he found vested in himself powers and responsibilities such as belonged to no other member of the public service of the Province, if indeed of the Dominion. Possessing no special training for his position, and no intimacy with its concerns; with no outfit but those general qualifications named above, he had to

exercise all the executive authority which during thirty years' service the energetic head of the Department had become possessed of, and all the advisory and legislative powers which the experience of the past two years had shown to be sufficient to utilize the judgment and wisdom of fifteen or eighteen gentlemen, chosen for their experience, their scholarship, and their representative educational position. Is it any wonder that he found himself not equal to this position? No person could have been. A complex law, a huge Departmental business, and the administration of interests whose details none but experienced educationists—inspectors, trustees, and teachers, could possibly be familiar with—all these he was to supervise, to regulate, and give efficiency to. As a lawyer, he could comprehend and interpret the laws relating to public instruction, and give his decisions thereon, which unfortunately has been a large share of his duty; as a business man, he could direct the working of the Departmental officers; as a Minister, backed by a majority in the Legislature, he could command for his administration an adequate monetary support, and also an easy passage of any Bill necessary to improve or extend the system over which he presided. It was his position in the Legislature and in the Cabinet which made him immensely superior in power and effectiveness to the late Superintendent. But the Public Schools, with their complex relationships to Trustee Boards, Township and County Municipalities, and Provincial authorities, their text-books and courses of instruction, their inspection and the certification of their teachers; and the High Schools, with their, if possible, still more complicated support, courses of instruction, and connection with the local Municipalities and the Province; in other words, all the mechanism of the system outside his own office was something beyond his knowledge and—I say it without intending any disparagement—beyond his attainment. No one could be more keenly aware of this than the Minister, and he soon took steps to place himself in intelligent sympathy with the wants of the people, and with the work which was being done by his vast army of subordinates. He found already constituted a committee which had been appointed to examine candidates for teachers' certificates. This committee, consisting of three High School inspectors, and one other, from their practical experience and official position, were naturally suited to become his advisers, and he made them such. But in order that he might have access to experience gained in the work and management of Public Schools, he, immediately after his acceptance of office, added to this Advisory Board, two Public School inspectors, and later on in the year two other inspectors, so that for Public School matters he could have a body of advisers to refer to. To have recourse to such an expedient was inevitable; but the non-representative character and purely arbitrary appointment of this committee, together with the fact, that from the inexperience of the Minister the important and varied functions which naturally fell to it were thus discharged by an irresponsible body, provoked unmeasured hostile criticism. That this committee ever worked unfairly, or without a high sense of its responsibility, I do not believe; but that its constitution was ano-

malous, and its authority really irresponsible, there can be no doubt. It was also unfortunate that the same men should be required to act in such distinct capacities as the examiners of candidates and the counsellors of the Minister. For it was objected, and perhaps with some truth, that while practical wisdom was a matter of opinion, and therefore could be found wherever the Minister chose to find it, yet the scholarship requisite for examining was a matter that could be tested, and could be supposed to reside only in those who had acquired, let us say, University degrees. Be that it as it may, this committee which legally had no duties other than examining candidates, but which nevertheless was known to be entrusted with many others, such as the authorization of the text-books, the determination of Public and High School courses of study, etc., etc., fell into public disfavour.

For my part, I cannot see how it could be otherwise. I reproach the committee neither with partiality nor incompetency; but the confidence of the public in all executive authority rests upon its responsibility to the public. This responsibility is instituted by appointment in legal form. This Advisory Committee had no such appointment, and it was shielded from public criticism by the ægis of Ministerial power. It was useless to say, as was often said, that by the responsibility of the Minister to the Legislature, this committee was responsible to the people. In theory this was perfectly true, but actually it was far from true. The minute regulations, the complicated schemes, and delicate adjustments relating to text-books, school curriculums, examinations and certificates, which formed the bulk of the work entrusted to the Central Committee by the Minister, could never properly become the subject of Parliamentary attack or defence. Had an objection really been taken in the Legislature against any finding of the committee which had been endorsed by the Minister, it would have been supported, on the one hand, by the Minister's Parliamentary opponents, and resisted, on the other, by his Parliamentary friends, and so would have fallen to the ground, or otherwise, according to the general credit of the Ministry in the Legislature, without any reference whatever to the merit or demerit of the objection raised. It must be said, however, in defence of the Advisory Committee, that much of the criticism directed against it by the public press was unfair. For having no lease of existence but the breath of the Minister, neither had it any real power, except such as he chose to give it; it might prepare a most elaborate and carefully-considered scheme of studies for Public Schools and High Schools, and find that the Minister, by taking his own opinion or that of another adviser, had changed the scheme before putting it into effect, destroying its balance, and giving the world occasion to credit the committee with want of judgment, or worse. And, too, individual members of the committee were taken into the Ministerial closet, to give opinions, from which perhaps the majority of their fellow-members differed.

The unsatisfactoriness and the absurdity of this state of affairs soon became manifest—to the Minister, who began to realize that his

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power was really absolute, his knowledge greater, and his means of obtaining information not necessarily confined to one set of men; and to the members of the committee themselves, who saw that while the public held them responsible for every regulation relating to our educational economy, they in truth were having but little real authority in the matter, every finding of theirs being subject to the revision of one whose will was absolute, and, it was sometimes thought, capricious.

So, one by one, the members of Public School section of the committee retired or were superseded until, by Orders in Council, November 1880 and March 1881, the Central Committee was reorganized and made to consist of a chairman, holding office during pleasure, and six other members, retiring two each year; and by an Order in Council of January 1882 the two High School inspectors were made ex-officio members; this is its present organization, unless indeed it be true, as I presume it is, that the newly-appointed Inspector of Separate Schools is a member. This committee is a perfectly legal body, appointed by virtue of a statute, and, as long as it is employed in examining candidates, it is exercising legitimate functions. Beyond this it cannot legitimately go, but by the Order in Council last quoted it is made a Board of Reference or Consultation, to which the Minister may refer all matters of an educational nature; he does not, however, by this Order, agree to bind himself, nor in practice does it seem that he intends to bind himself, by any of its findings. It is this use to which the committee is put, not contemplated by the statute that authorizes its existence, which has been objected to all along, and which raised such a storm of opposition against the committee of 1876. And it is this use which we contend is illegal, misleading, unfair to the great body of educators in the Province, and derogatory to the dignity of the committee itself. It covers up an arbitrary exercise of authority on the part of one who, by reason of his position, cannot be acquainted with the details of the system which he manipulates, with an understood endorsement (which may or may not have been given) of a body of educational experts. It may here be not out of place for me to disclaim again any attack upon the Minister himself. I criticize alone the faulty system over which he finds himself placed, and which forces him to act irresponsibly and unadvisedly.

If this committee were to have any real consultative authority, it should have the power of coming to final decisions upon all matters referred to it, and should be responsible, in some way or other, for these decisions to the public. It should not be subjected to the indignity of giving the weight of its wisdom and its experience to a decision, only to see its advice rejected for that of others, it may be one of its own members in the minority. And, again, if responsible to the public, the public should have some voice in its appointment, and should have some certainty of knowing whether these mentors of the Minister are by professional standing, scholarship, character, and experience in educational administration, the best men that could be selected.

After careful consideration of this subject, I cannot believe that this system of administration of the school law by a party-chief is the best system that can be found. It certainly possesses two advantages which no other system can possess. It ensures a fair financial support of new educational schemes, without the humiliation of the head of the Education Department coming to the Government to ask for it; and it ensures the ready passing through Parliament, of any reasonable education Bill. But it necessitates every few years the placing at the head of the educational system—a system so complex that none but an expert, assisted by trained advisers, can fully understand it—one whose political eminence precludes the possibility of his being such an educational expert. It necessitates, as a matter of course, and without reference to their intrinsic value, the support of the acts of this gentleman by his political party friends and the public journals which favour the administration to which he belongs, as also the hostile criticism, and oftentimes downright condemnation, of these same acts by his political opponents. It necessitates the erection and continuance of a perfectly irresponsible and arbitrary authority over our educational system, or else the bringing of every petty regulation in regard to the internal economy of the school system to the arbitrament of a direct party vote in the Legislature. It necessitates the Minister, in making a choice of suitable occupants of positions of emolument within his gift—positions requiring professional reputation, experience, and credit in their incumbents—to be submitted to all sorts of party wire-pulling and intrigue; and it inflicts upon successful candidates for such positions, who, it may be, are perfectly guiltless of any such unworthy canvassing, the stigma of party servility. It tends to create in the public mind a suspicion that, in the authorization of certain text-books rather than others, the Minister is guided by the political faith and allegiance of the authors and publishers, rather than by the suitability of the books authorized. It tends to create, too, the suspicion that political influence is a weightier argument to convince the Minister's judgment than principle or reasonableness. It gives to party journals an opportunity to magnify every little act of Ministerial common sense and judgment into a matter of supreme and unequalled beneficence; or, on the other hand, to distort every little Departmental delinquency into an enormous offence against liberty, morality, economy, or what not.

It makes of our educational system, which it should be the highest care of our wisest statesmen of *all* political parties to cherish and protect, a tilting-post, to be thrust at by any party writer or speaker. By the inevitable lack on the part of the Minister of practical acquaintance with the working of the laws and regulations which he administers—in the schoolroom, the trustee board, the rural section, and the local municipality—this system which we are criticizing makes him dependent upon the advice of others; and this being obtained from whatever quarter he chooses, it may or may not be disinterested; it may or may not be prudent and well-considered; and so is most likely to be inharmonious with other Acts and regulations previously authorized, and thus create dissatisfaction and disgust.

## THE SCHEME SUGGESTED.

Let me now briefly detail to you the scheme which, while it is not free from objection, still will be far less objectional than the system under which we are working at present. I do not take much credit for originality in it. It is the system which was legislated out of existence in February 1876, with some essential differences. A Chief Superintendent to be appointed, whose powers shall be very much the same as those of the late Superintendent, after the Act of 1874, who shall be essentially an executive officer to administer the school system in accordance with the Acts of the Legislature and the decisions of the Council of Public Instruction. A Council of Public Instruction to be appointed, which shall consist of:—

1. The Chief Superintendent.
2. The Provincial Secretary for the time being.
3. One High School Inspector, who shall retire annually, to be succeeded by the others in rotation.
4. Two representatives of the High School Masters, retiring biennially, one each year.
5. Two representatives of the Public School Inspectors, retiring biennially, one each year.
6. Two representatives of the teaching profession in general, retiring in the same way, to be chosen by the Managing Committees of the County Teachers' Associations; each committee to give but one vote.
7. The President of the Provincial Teachers' Association, for the time being.
8. A representative of the University of Toronto, and of each University of the Province, as well as of each College affiliated to the University of Toronto.
9. Six appointees of the Lieutenant-Governor in Council, retiring triennially, two each year. The disqualification of teachers and inspectors not to be continued, and the members of the Council residing outside Toronto to receive their travelling expenses incurred in attending meetings. The Council to have full and final authority, under the Act, over all matters relating to text-books, programmes of study, hours and days of instruction, discipline, certification of teachers, examinations for promotion and otherwise, and all other matters relating to the internal economy of Public and High Schools; also, under the Act, to make regulations for the distribution of the High School Fund; also, to have charge of, and make regulations for, the government and discipline, and other internal economy of the Normal and Provincial Model Schools, and to have the appointment of the masters and teachers thereof; also, to have the right of nominating to the Lieutenant-Governor, as vacancies may occur, suitable persons to act as Inspectors of Separate and High Schools, and upon the demise, resignation, or dismissal of the Chief Superintendent the right of nomination of his successor; also, to be empowered to report to the Lieutenant-Governor, from time to time, full information in respect to the status and working of the educational system of the Province, and to recommend to him any improvement of the school law which, in the wisdom of the Council, may seem necessary.

The Chief Superintendent to have the right of nomination of all subordinates in his office, and to be required to distribute the Public School Fund in accordance with the Act of the Legislature, and the

High School Fund in accordance with the orders of the Council of Public Instruction ; and to furnish the Treasury Department, for presentation with the estimates, the anticipated expense of his own department, which he must meet in accordance with legislative decision.

The Governor in Council to have the appointment of the Chief Superintendent in the first instance, and the ratification or refusal of the nomination of the Education Council to that office in every subsequent instance ; and to have also the power of ratification, or veto, of every regulation and ordinance of the Council, and of every nomination to a subordinate office of the Chief Superintendent.

Such, in brief, is an outline of the organization, powers, and limitations of the executive authority which, I think, should be substituted in lieu of the present one.

The admission of the professional element to the Council I consider to be very important. It is for lack of this element in the executive authority that so many blunders have been made, and that so much dissatisfaction has been created in the past.

The High School inspectors have practically had a large share in the administration of our school system for many years, and I think that their relationship with executive authority should be acknowledged and continued ; for, by their office and position, none are more likely to be practically acquainted with the general state of educational matters throughout the entire Province. The exclusion of masters and inspectors, as has been said before, accounts for much of the maladministration which we have suffered, and cannot longer be justified.

I am of the opinion that making the President of the Provincial Teachers' Association a member of the Council, will enhance considerably the importance and honour of that office ; and to the Council itself bring increased professional confidence. I think, too, that the election of the representatives of the teaching profession by the committees of the County Associations, will not only be a simple and inexpensive method of election, but will also secure a true representation, and create an interest in the workings of the Associations, by no means to be undervalued.

The representation of the different Colleges and Universities will secure two much-to-be-desired ends. First, admission to the Council Board of gentlemen of the highest intelligence and educational position, whose wide culture and mature thought will secure for our educational system that breadth of foundation and liberality of endowment which narrower intellects might deny it ; and secondly, as these Colleges are nearly all of them the intellectual centres of religious thought, to the people of the Province a guarantee that our schools will continue to be repositories and fountains of moral instruction and Christian sentiment.

The presence of the Provincial Secretary in the Council will, if the Council and the Government act with common sense and judgment, and in a patriotic spirit, secure that harmonious relationship between the two bodies which should always obtain ; and also give to the Government, on the one hand, a thorough knowledge of what

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the Council is doing and aspiring to ; and to the Council, on the other hand, a representation in the Government and the Legislature of its interest.

The representatives in the Council, appointed by the Lieutenant-Governor, will really be the representatives of the great body of the people there, since the Government in Council would only appoint those whom the Legislature, representing the people, would be sure to endorse. The presence of these gentlemen who would be appointed for their general credit in the community, their knowledge of the people's wants, and of the ability of the people to supply these wants, will give to the Council a standing in the confidence of the people, which without them would be weak.

The Council, on its organization, should at once divide itself into committees such as follow :—On Text-books. On the Public School programme. On the High School programme. On Certificates and Examinations. On the Normal Schools. On the Distribution of the High School Fund. On Nominations for Office. On Legislation, etc., etc.

To these committees should be relegated every matter coming under these heads, to be reported thence to the General Council. But a body of earnest and intelligent men, such as would be chosen, would soon find means of making its service to the public as useful and efficient as possible.

The power of ratification and veto, possessed by the Government, will secure for the people that complete control of education interests which is an inalienable part of their sovereignty.

Let me say, in conclusion, that the discussion of this question should be continued with a deep sense of responsibility. Contending parties in the Legislature will be anxious next session to quote the opinion of this Association in regard to the question, as they were anxious last session. But we should be indifferent as to any such use which may be made of our decision. If we think *bad in principle* that administration of the Public School system by means of a party-chief who is practically irresponsible for ordinances and decrees which affect the interests of thousands of his subordinates and tens of thousands of others—decrees which can be revised by no competent authority, and are not the result of any representative deliberation : if we think such an administration likely to be fitful, capricious, and uncertain : if we think it tends to instil into the minds of our educators, who, it must be remembered, are responsible for the morals and character of the youth of our country, the conviction that party service is a better guarantee of professional promotion than eminent and honest professional service and ability : if we think that a non-political head administering our educational system in accordance with Acts of Parliament and Orders of a representative Council would give it a stability, credit, and satisfactoriness which it does not now possess—let us, with a sense of our responsibility to the public when doing so, record our votes in favour of a change in the administration of the school law, by the appointment of a Council of Public Instruction and a Chief Superintendent, in lieu of a Minister of Education.

## MORAL EDUCATION.

BY J. MILLAR, B.A.

MR. PRESIDENT, LADIES AND GENTLEMEN,—The constant discussion to which the various features of our system of education are subjected is a hopeful sign. We see evidences of interest on all sides. Our school law has been moulded in accordance with popular sentiment, and any further modifications which it may receive may be expected to be determined by the will of the people.

The objects which all classes seek are not, after all, so very far apart. We look at matters from different standpoints, but the results for which we aim are in most cases the same. As teachers, we have been accustomed to watch carefully public sentiment. We cannot afford to disregard the objections which are occasionally raised against our schools. It would be folly to give no attention to the suggestions offered by clergymen and others, who are co-workers with ourselves in the great cause of education.

The question of "Moral Education," which I have been requested to consider, is no new theme. Already it has engaged the time of the Ontario Teachers' Association on two or three different occasions. On that account, I shall not deal at large with the matter in the abstract, but confine myself to some phases of the subject which have, within the last year, become topics of discussion. In the public press, and in synods and conferences, the religious and moral aspect of our system has engaged much attention. Deputations have waited upon the Premier of Ontario, with a view of securing such amendments in the law as may secure more effective moral teaching in our High and Public Schools. The use of the Bible has been the leading topic discussed. This, and those akin to it in the great subject of education, may be examined under three heads:—(1) The province of the Teacher; (2) That of the State; and (3) That of the Church.

(1) The province of the Teacher. The ultimate object of the teacher's profession is not, it should be observed, the training of the mind, but the training of the man. The vice of most systems of education is one-sidedness. The human faculties are many, and provision must be made to meet the wants of the moral and religious, as well as the physical and intellectual, parts of our nature. All persons are agreed that the youth of our land should be surrounded with the best possible moral influences. The vast majority believe that moral instruction should be based on Christian principles. A few consider that moral training may be conducted without any regard to religion. Indeed, occasionally one may be found to maintain that even the atheist should not be debarred from teaching school. The law is quite clear on this point, and it is satisfactory to have a decisive opinion on the question from the Minister in his last Annual Report. The teacher who regards his position in the school as one of indifference respecting religion, has failed to comprehend the spirit and even the letter of the law. To teach morality on any other basis than that

which accords with Christian doctrine, would be a violation of the school regulations, as much as to neglect the teaching of English grammar or arithmetic. The infidel in charge of a school is an intruder and a dishonest person, as much as the clergyman who preaches a doctrine he does not believe. In this free country we grant full toleration to all sects. We oblige no man to accept the teachings of Christ. The religion of "peace and good will to men" sanctions no other attitude. Is it consistent, then, it may be asked, to exclude the Agnostic from the profession of the teacher? Certainly, the parent is responsible for the religious training of his child. Our school system is the result of a compact, by which the parent delegates a portion of his duty to the teacher, who, as a public officer, performs his work in harmony with the terms of agreement entered into between the parent and the State. The candidate for the position of teacher should be aware of what the State demands. It is not sufficient for him to keep his views to himself. Christianity admits no neutral position. He that is not *for* Christ is *against* Him. To abstain from ventilating his opinions will not do. Unless he plays the part of a hypocrite, his views will become known. It is impossible to give colorless teaching. The man who trains the intellect must call into play the moral faculties as well. He cannot bring into action his intellectual powers, and hide his moral nature. When the mental faculties have been aroused, the teacher must possess a logical power of analysis more acute than is ordinarily found, that can develop the intellectual and let the moral lie dormant. How can he teach history and display the charts which its pages unfold without tracing effects to causes, and attributing more or less to divine power? Can the structure of the human frame be considered without giving a bias for or against materialism? From every reaction in chemical science, from every chapter of classic story, from every verse of poetry, the inquiring boy may be brought to push his investigations downward to conscience and upward to God. When I instruct, I must impart tone and effect to my teaching. I may appear silent upon many great problems, but if I deal with questions about which the minds of my pupils have become active, I must leave impressions. And are not the minds of children active on religious matters? Do not the origin of the world, the object of human life, and the question of a hereafter puzzle many an anxious youth? About many of such topics the teacher must speak if he feels, and if he does not feel, he is no teacher. If he is so cold-blooded and passionless as not to be stirred by the things that form a bond of union between his own soul and the souls of his pupils, he is not a suitable person to be entrusted with the training of children.

The world owes nothing to infidelity. It has a bad record—so bad that the disciples of Tom Paine and Voltaire would hide, if possible, their true character by regarding themselves not sceptics, but free-thinkers; not atheists, but materialists; not infidels, but agnostics. The good teacher must have a high appreciation of the value of the beings placed under his care. If his ideas of evolution cause him to deny all personal immortality, can he have much sym-

pathy for the immortality of society? The religion of *humanity* will not do. It is only a relic of Christianity unconsciously retained. It is too frigid and too metaphysical to have value as a factor in education. The lofty visions of Frederick Harrison vanish, if the theory on which they are founded is reduced to practice. The old utilitarian system of Bentham and John Stuart Mill failed to explain moral obligation. The *Date of Ethics* of Spencer and the philosophy of Leslie Stephen are not likely to supersede the Sermon on the Mount.

The teacher cannot separate his personality from his instruction. What he *is* tells far more upon his pupils than what he *says*. Bageot puts it well when he says, "It is the life of the teacher that is catching, and not his tenets." The life of the Great Teacher had more to do with the spread of Christianity than His precepts. "Example is better than precept." Our teachers should be persons whose conduct, both in and out of school, should be above reproach. The virtues which they desire to cultivate in others they must exemplify themselves. The man who is vulgar in his language, intemperate in his habits, or deceptive in his manner, will never become a true teacher. I am far from advocating any ostentatious display of morality as desirable. Moral teaching, to be most effective, must be of a silent character. By no long disquisitions on ethics does the teacher reach the heart of the child. Ponderous and prosy lectures have more than once produced a dislike for what is good. When the young heart is softened by some wave of emotion, or quickened to enthusiasm by some inspiring example, the good seed may be dropped in the fallow ground. The noblest kind of teaching is spiritual in its character, noiseless in its pretensions, and constant in its operations.

The words of the Rev. R. H. Newton, in the August number of the *North American Review*, are worthy of quotation in this connection: "Personal influence remains always the last and most vital formative power in the atmospheric influence of a school. The schools that have been most noted for the culture of character have always had a noble man or woman at the core of their wise systems. Arnold made Rugby. Some vital personality makes every school which makes men. We cannot hope to secure geniuses or saints for all our people's schools. They are not needful. We can, however, secure in hosts of our schools, as we have secured in many of them, men and women of high character and of gracious personal influence, whose presence will be the prime factor in their culture of child character. To get them we must make the position more dignified and honorable, and as such, more remunerative. The most important of society's functions must have the social status and the pecuniary rewards corresponding to the high worth of the teacher's service."

(2) The province of the State. Our national schools and colleges are not religious institutions, but they are institutions of a religious people. We do not write God in our legal enactments, but we inscribe His name on the tablets of our hearts. I have no sympathy with those who maintain that the State should discard religion in framing its laws. With no such spirit did that eminent American jurist, Judge Story, limit his interpretations of the Constitution of

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the-United States. The brilliant periods of Daniel Webster, in the celebrated Girard will case, reflected the sentiments of the people when he declared the great Republic a Christian nation. Canada is certainly not behind the neighboring country in its recognition of religion. He is no friend of freedom who would seek to lessen the nation's respect for Christianity. He who would remove the Bible, the grandest code of ethics, from the teacher's desk, little understands what has made our system of education so popular. "Christianity is the basis of our system of education" is the language of the venerated Dr. Ryerson uttered some thirty or forty years ago. The Minister of Education gives confirmation to the same view.

We have no State Church in Canada, and some people hold that it would be a violation of the rights of conscience to bring religion into requisition in giving moral instruction. This is a most extreme view to take of liberty of conscience. It is another instance of hugging a principle to death. "To say that the State," remarks the Rev. Dr. F. L. Patton, "cannot recognize religion because it cannot confer exclusive privileges on a particular form of religion, is absurd. To say that we may not be a Christian nation because no single denomination of Christians can lay claim to precedence, is also absurd. Because we cannot Presbyterianize the State, it does not follow that we must atheize it. But the State does recognize religion; and in teaching morality from a religious point of view, it is simply following its own precedents and conforming to the analogies of our national experience. As little justice is there in the plea that is sometimes made for the rights of conscience on the part of those, or on behalf of those, who do not believe in supernatural religion, or, at all events, in Christianity. The principle of toleration is very precious, but it can be abused. Every man is entitled to the largest personal liberty consistent with the rights of his neighbors and his obligations to the Government. Every man has the right to believe or not to believe, as he chooses. But he is bound to do his share toward the support of the State. What is best for the State is determined by the sovereign power, and the sovereign power among us finds expression in the will of majorities, and that will may express conscientious convictions. When the conscience of the majority expresses itself in favor of religious morality in the Public Schools, and the conscience of the minority in favor of non-religious morality, whose conscience is to be considered?" It would be well to ponder over such words. Do we not hear a little too much about the feelings of the minority on this question of the Bible in schools? It is time this excessive tenderness for agnostics were ended. Let it be known that the majority as well as the minority have rights.

Our law on this question does little more than assert that Christian morality shall be taught in our schools. The nature and extent of the moral training are left to be decided by each locality. We should hesitate before changing the optional principle in the matter. Of the 5,238 schools in operation in 1881, we find 4,501 of them had the daily exercises opened and closed with prayer. The regulations enjoin that "No person shall require any pupil in any Public School

to read or study from any religious book, or to join in any exercise of devotion or religion objected to by his or her parent." We have, nevertheless, regulations of a recommendatory nature on the subject, with forms of prayer, etc. As the regulations are not compulsory, does it not speak well for public sentiment to find 85 per cent. of the schools of Ontario doing even so much under the voluntary plan? The ministers of the deputations who brought up, last year, the question of using the Bible in school, were not definite or agreed as to the amendments proposed. The discussion that has since followed has reference to (1) the advisability of changing the recommendatory character of the regulations, and (2) the best way the Bible may be used in the schools. It should be borne in mind that the 15 per cent. which appear to have no religious instruction, in no way interfere with the larger number of schools that favor religious instruction. It is, therefore, not a case where the majority suffers from the minority. The present law, it is held, practically removes the Bible from the schools. It is not urged, I believe, to make the reading of the Bible obligatory. Some earnest advocates venture to say that if the law were so changed as to place the Bible *in* the schools, and to leave Trustees the responsibility of putting it *out*, the matter would be very much improved. I fail to see any advantage even with this slight change. If the Bible is not used, may not this fault be that of the Board that has employed a teacher who has no sympathy with Bible truths? The Trustees have the remedy in their own hands. No change in the law would give them any advantage. Perhaps the absence of the Bible may arise from the fact that the section is largely Roman Catholic, and the Protestant version of the Scriptures regarded unsuitable. In this case a change of the law would, perhaps, make matters worse.

The voluntary principle is in harmony with our entire system of self-government. It is characteristic of a free people. The strongest argument in its favor is, that it has worked well. To improve every kind of moral training is desirable. There is, however, no cause for alarm. The moral tone of our schools is good. In few communities of the Province would a teacher be retained whose influence is not in the line of Bible teaching. The intemperate teacher is becoming extinct. Those eccentricities of the pedagogue which formed material for the caricaturist half a century ago, are now seldom conspicuous. The character of the man is becoming the great *desideratum*. If that is looked after by Trustees, I have no fear of our schools with the law as it stands. If it is not looked after, the compulsory use of the Bible will have no good effect.

Those who advocate a uniform plan in using the Bible, forget that all teachers cannot be expected to move in the same groove. In every other department of school work we have diversity of method. Uniformity in moral instruction is impossible, or, at least, undesirable. My own observations do not incline me to favor a set time for moral lessons. Training in Bible principles should go on with geography, history, and every other subject on the time table. To read a chapter from the Scriptures and the form of prayer recommended, at the

beginning of each day's work, has its advantages. It is a recognition, if nothing more, of our dependence upon God. It associates the idea of religion with school life, and brings the pupils together as a family. To read the Bible to his pupils should be regarded as a pleasant duty by the teacher. In the language of the President's address of last year, "anyone who cannot reverently, humbly, and lovingly read the Word of God with his class, is not fit to have the teaching of a class." More Bible-reading on the part of the rising generation would be desirable. The Irish National Series of Readers possessed an excellent feature in the number of Scripture lessons they contained. From a literary point of view, our pupils should be accustomed to read the Bible. Selections from the Psalms, Proverbs, the parables and other sayings of our Lord, the Epistles, etc., might be regularly read with much profit. The advantage of committing literary extracts to memory might surely apply here. Little comment would be necessary, but even with comment on the teacher's part, the danger of touching on doctrinal disputes is more visionary than probable. We have happily got beyond the age of constant war between the sects. Those who imagine difficulty, picture to themselves, not the teacher of to-day, but the one of forty or fifty years ago. The present time shows great tendencies towards union in church work. Importance to essentials is the leading doctrine preached in all our churches. We may dismiss from our minds any apprehension of difficulties arising between different denominations by having the Bible read in a section where the people are generally in favor of it. If a series of Bible-readings were prepared by a competent committee, it would, I think, come into general use. Its use would, of course, be optional, and as the like has been done in other countries with good results, the plan might be tried here with safety. If this were done, it would be some guide to Trustees and teachers, and would, perhaps, restore any ground which some fear we have lost in the matter of Scripture-reading. So far as additional religious instruction is concerned, the present law gives ample powers to Boards of Trustees to make it as comprehensive as could be desired.

(3) The attitude of the Church. Suggestions from the clergy are always in order. They have a special right to speak out on political, social, commercial, educational, and other questions, because their sacred calling gives them claims and duties wherever religion should guide men's actions. Christianity has to do with all human affairs. The Church should rule the State. This, in no respect, implies a union of Church and State in the popular sense of the term. Such a union we had once in Canada, but few, if any, would desire its restoration. The "new union," as referred to in the last number of the *Bystander*, arises when the Church works as a power through the ordinary agencies of the various departments of life. The spirit of Christianity permeates society. The Church as an organization does not assume functions which properly belong to the State. It builds neither post-offices nor colleges, except those for theological purposes. It arrogates to itself neither the management of railroads nor the construction of school programmes. And yet its power in reality

remains. Through its influence men of integrity become our legislators, Sunday traffic on our railroads diminishes, temperance legislation becomes more stringent, and our schools and colleges show the results of Christian teaching.

It would be well to examine here how far any defects in our educational system may be partly ascribed to faults on the part of Church organizations. Protestants and Roman Catholics are in full accord in believing that Christian morality must be taught as a necessary part of education. Both are opposed to a non-religious system of ethical instruction. They have, however, antagonistic views regarding the means by which moral instruction should be conveyed. The Roman Catholic considers that the school should be sectarian or denominational. The Protestant believes that Christian morality may be imparted in an undenominational or national institution. We have thus the two positions already referred to regarding the relations of Church and State.

With this difference as to principle, Separate Schools were granted to our Roman Catholic fellow-citizens, as a reasonable concession to the convictions of that body. The demand for a change in the law regarding the use of the Bible in the schools came from several Protestant denominations. The request will no doubt receive, as Mr. Mowat promised, careful attention on the part of the Ontario Government. Would it not be well to consider the great latitude which the law, as it stands, gives Boards of Trustees? Have the religious bodies interested made any request to the Trustees of any school section which did not receive respectful consideration? Have they urged the reading of the Bible in any locality where it is entirely neglected? Where it is only read by the teacher, have the clergy urged that it should also be read by the pupils? In how many places have the ministers of different bodies taken advantage of the present law for the purpose of giving religious instruction to the children of their own denomination? Any person conversant with our schools will acknowledge that both trustees and teachers are ready to cooperate with the ministers of the different Churches in securing any further religious instruction that the clergy of the various bodies are agreed upon as desirable. If the clergy have not taken any steps in their own localities to remedy what they regard as a defect, I fail to see the necessity for any general movement for securing a change in the law.

This demand for a change in the law has been made without full consideration of the powers given under the present regulations. The movement will do good if it tends to draw attention to the principle, already mentioned, upon which our national system has been established. The Roman Catholic cannot be charged with inconsistency in this connection. He has adhered firmly to the principle of denominational control. Can the same be said of Protestants? The Roman Catholic of to-day has just grounds for saying to many Protestants: "You reluctantly granted Separate Schools. You maintained that moral instruction could be given in institutions that were under State control. I held that such schools would be godless. Experience has



proved that I was right, and you wrong. Your own actions as Protestants indicate that your national schools and colleges are failures. Are you not abandoning your position? Why do your ministers and Church organs urge parents to send their children to institutions controlled by the Church. As Churches, do you not tax yourselves to build and endow colleges which, you admit, are to do what the State institutions are supposed to perform."

I am aware that in dealing with this phase of the question I touch upon what must necessarily be handled with the greatest delicacy. Some may not agree with my sentiments. Our national system of education, if worthy of support, should, however, have the sympathy and encouragement of the Churches. If it is incumbent on the school or college to foster religious influences, is it not also incumbent on the Church to display reciprocal feelings? The school, to be successful, expects the Church also to manifest its loyalty. The Churches should not stand aloof from our national institutions. They should not proclaim that they have lost faith in them.

Our institutions will never be "godless" if the Churches do their duty. If the various religious bodies lose confidence in them, and agitate for denominational education, danger may certainly be apprehended. In the zealous efforts put forth to endow schools and colleges there is an element of danger. Every effort to draw away religious sympathy to rival institutions must diminish the Christian influence exercised in the work of national education. So far, undenominational institutions have secured a firm standing. If they are worthy of support, that support should be constant on the part of the Christian public. That support should not be limited to the primary schools. The Provincial University, having now in its vicinity four affiliated colleges representing the same number of religious bodies, may reasonably expect, under a President who identifies himself with Christian work, to receive the sympathy and support of all denominations. The religious and moral tone of our entire system must necessarily feel the character of our highest seat of learning. It is all the more desirable on that account that our various religious bodies should not make the serious blunder of supposing that elementary education may be undenominational, but that higher education should be under the care of the Church. So far as our High and Public Schools are concerned, no very extensive efforts have been put forth by Churches to build and endow institutions to do the work which these perform. Sufficient has, at least, been done in their case to justify words of caution. More than once the work of primary as well as secondary education has been attempted by denominations. The advantage of having Separate Schools has even been brought up for consideration in one religious body. Those who are friendly to our system of education will do well to consider carefully the injurious effects of such efforts. If I were to give advice to any religious body, it would be, to support, from the Public Schools to the University, the religious but undenominational character of our school system. If our national institutions are worthy of support as citizens, they are surely worthy of our support as members of Churches. The Church that utilizes them

will have no fear of not exercising its due weight in affairs of State. It will have no necessity for forming leagues with political parties. It will have influence, because its adherents will possess that power which superior education gives.

I have failed in this article to make myself understood if I have exhibited any want of sympathy with the clergy in their laudable efforts to render our schools more efficient, if possible, in imparting religious morality. Convinced as I am that the teaching in every department of our national system should be *Christian*, I am equally convinced that it should be *undenominational*. On both of these principles our system was established. By faithfully adhering to both principles education has rapidly advanced in Ontario. For what has been accomplished, let us be thankful; for what may yet be accomplished, let us be united and hopeful. Let us not, however, forget the essential features which have characterized our system; and, while steadfastly maintaining the ground that morality should be taught on a religious basis, let us not render that basis denominational.

#### EXAMINATIONS AND EXAMINERS.

MR. F. C. POWELL.

The examinations conducted directly or indirectly under the directions of the Education Department form a very important link in our educational machinery. We have programmes to direct our teachers and inspectors, but these are usually broad and frequently indefinite. The examination papers are generally regarded as the only safe guide to a proper interpretation of programmes and limit tables, as they are understood by the authorities. Teachers usually take their cue from the questions proposed from time to time. As the judge interprets and settles the various points in a new Act, so the members of the Central Committee, by the questions they propose, interpret and settle our educational programmes and limit tables. From these facts, it is clearly of the utmost importance that those who prepare the examination papers should be thoroughly competent, and possess the widest possible knowledge respecting our school programmes, and the educational interests and wants of our country; and further, that they should discharge their duties in such a manner as to secure the best possible results, as well as the confidence of students, teachers, and the general public.

While the preparation of examination papers is of first importance, it is equally important that the answers to the questions given should be honestly obtained, and justly weighed and valued. The students undergoing examination, the teachers preparing them, and the country depending upon them, are widely affected by, and deeply interested in, the results of our examinations. The methods of conducting them

should, therefore, include every available safeguard against fraud, partiality, or injustice. The persons who preside should recognize the responsibility of the positions occupied, and those who read and value the answers, should have large experience, good education, and, more than all, sound judgment, and, to some extent, professional training. The popularity and efficiency of our educational system can be maintained only by constantly practising the general principles above enunciated. The object of this paper is to give the experience of the writer as a parent, teacher, and examiner, on present arrangements regarding the matters under consideration, and to point out what he believes to be defects, and to suggest what he regards as improvements.

There is always considerable disappointment on the part of both pupils and teachers respecting the results of our examinations. Both say that some, well prepared, fail, while others, expected to fail, pass. There must be some cause or causes for this disappointment. Teachers know the capabilities of their pupils. Pupils are not ignorant respecting the standing of each other. When the judgment of both is so frequently reversed, it is safe to infer that there must be something wrong somewhere. This unsatisfactory state of things may, and very probably does, arise from various causes. Many persons, from nervousness, lack of time, or ill-health, are unable to do themselves justice at examinations. Such persons, though not unfrequently talented, and very likely to prove successful in life, fail to pass the examination, and are forced to lose a whole year in further preparation, with the possibility of failing a second time from the same causes that produced the first failure. However, this course must be pursued, or the contest given up in disgust. These unsatisfactory circumstances could, to some extent, be remedied, by allowing all who fail from the causes mentioned, to undergo a second examination on new papers, in Toronto, during the week following the regular examination. Some undergoing examination, pass by what is called a streak of luck, and agreeably disappoint both their teachers and fellow-pupils. These, however, are but few, and may be allowed to pass undisturbed. Others, who might be expected to fail, are fully conscious of their own lack of scholarship, and adopt dishonest means to secure favorable results. Sufficient exposures have already occurred to justify this statement. But it should be remembered that it is only glaring cases, as a rule, that ever see the light. Minor offences in this direction are never discovered or punished, and small assistance in a single subject may, and no doubt does, in many cases, secure favorable results, and save a year's preparation and prevent the accidents of another examination. There are also instances, and not a few, where failures are caused by mistakes or carelessness, or it may be incompetency, on the part of the sub-examiners.

It should be the sole object of those who control the examinations to pass all who have the necessary qualifications for the particular standing given, and only such as have those qualifications. That existing arrangements do not secure this very desirable end, is abundantly evident. Then the question arises can the present methods be

improved? If they can, the interests of education and common justice should dictate improvement.

The published reports for the years 1879-80 and 81 show that in 1879, out of 10,244 who wrote at the High School Entrance Examination, 5,142 passed; in 1880, 10,695 wrote, and 5,492 passed; in 1881, 9,787 wrote, 4,730 passed, or, in round numbers, about half of those who wrote failed. The reports for the same three years, and also for the year 1882, give the following results respecting the Intermediate and Teachers' examinations. In 1879, 2,539 wrote, 1,789 failed; in 1880, 3,185 wrote, 2,033 failed; in 1881, 3,592 wrote, 2,454 failed; in 1882, 3,090 wrote, 1,457 failed. These results show that out of 12,406 who wrote, 7,733 failed; that is, the failures during four years amounted to over 60 per cent. of all who wrote. Those statistics show that during the years 1879-80-81, 21,638 of the candidates who went up for examination failed to pass. The annual failures, according to those figures, would average 7,212; these could not have cost the country much less than \$4 each, which would place the yearly cost at \$28,848, or the cost for ten years at \$288,480, or considerably over a quarter of a million is spent every decade, for which the country receives no equivalent. As a matter of economy, the number of failures should be diminished. Their reduction would also tend largely to produce satisfactory educational results. Those not prepared should in some way be prevented from writing. Then those writing could be placed at greater distances from each other—a precaution very necessary. The ability with which young persons attending the same school and undergoing examination in the same room can assist one another is something astonishing, and is only fully understood by the initiated.

A great difficulty in the past seems to have been the want of a satisfactory method of decimating the number of candidates, and no doubt a real difficulty exists. But the methods of overcoming the difficulty have not been exhausted. A fee attached to each examination, to be refunded to successful candidates, would tend greatly to reduce the numbers; it would also assist in defraying the expenses of examination, and therefore serve a double purpose. The numbers could be further reduced by requiring each candidate to secure his teacher's consent before being allowed to write at an examination. There are very few persons at present writing at any of the Departmental Examinations who are not educated in our public or high schools; it is quite safe to say that 90 per cent. of them are educated in those institutions. The remaining 10 per cent. could be required to obtain the consent of a public school or high school inspector. It would be a great advantage to teachers to have some control in this direction. Pupils are at present by far too independent of their teachers. Many of them are careless and negligent respecting their studies and school duties, and yet at an examination may surpass, by accident or dishonesty, the faithful and honest student. Already teachers are exercising their influence in preventing unlikely candidates from attempting examinations. Three teachers in the county of Bruce sent up 37 pupils to the last High School Entrance

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Examination, of whom 33 passed. This shows what may be done by utilizing the teacher's knowledge of his pupils. But many persons who are deficient in the eyes of every other person are by no means so in their own eyes, consequently the teacher's influence will not be likely to prevent such from attempting the examinations. Positive authority in the matter is the only thing likely to produce satisfactory results.

The teacher's knowledge of candidates for examination could no doubt be further utilized with satisfactory results and extension to his influence. Each teacher could fill up a prepared blank schedule, showing the standing in each subject of the several candidates sent up by him. This would serve as a guide to the sub-examiners in reading and valuing the answers, and correct mistakes, and also detect dishonesty or fraud of almost every kind. The schedule plan would also tend to diminish appeals, for these are usually based on the teacher's knowledge of the candidate, and that under unfavorable conditions, for he usually selects, not those he regards as the most deserving, but those who lack only a few marks of passing. The present method of appealing is also very unsatisfactory in connection with our County Model Schools, as the appellant is not informed of the result of his appeal in time to attend the Model School, should such be his object, and consequently loses a whole year.

It may be contended that teachers are interested parties, and, therefore, their decisions respecting their pupils would be more or less biased; but it must be remembered that the teacher's schedule should be used only as a guide to truth, and not as truth itself. Should the examiners discover by comparisons that the schedule of any particular teacher was evidently misleading, they could discard it as unworthy of any confidence. Teachers knowing this, would take particular trouble to arrive at proper conclusions. They would then also become in a measure responsible for the results of the examinations, and would feel in honor bound to do justice. At present the Department seems to regard them as unworthy of confidence. Were they taken into confidence, it is more than probable they would prove themselves worthy of trust, and become an important factor in deciding the success and standing of all candidates at Departmental Examinations.

The necessity of securing correct and honest results, should dictate the advisability of always appointing men as presiding examiners who have practical acquaintance with the management of students. Hence, then, they should be selected from those directly connected with our schools; or, to be plain, only teachers and inspectors should be appointed. In fact, they are professionally entitled to first consideration in the matter. Men of other professions, and frequently ministers, are now usually appointed, and the exposures of frauds and dishonest practices in connection with examinations have almost invariably indicated that such men should not be presiding examiners. Teachers, it must be admitted, deserve preference in this matter. Already the profession is invaded and injured at one end by men of other professions, and, in the matter of examiners, it is being invaded,—in

fact, monopolized,—at the other end. What would ministers say if teachers were granted the power of solemnizing marriages? Would they not be in arms at once in defence of privilege? Have teachers not an equal right to claim privilege? The only existing argument against teachers is that in many cases they are decidedly interested in the success of pupils. This difficulty could be easily obviated by appointing teachers as presiding examiners over candidates in whose success they would have no personal interest; that is, by a transfer or interchange of teachers. Public School teachers are at present prevented from acting as presiding examiners on account of the examinations occurring before their schools are closed. The difficulty in their case could be removed by placing the examinations in the first week of the holidays. Such an arrangement would be satisfactory to the country, as already there are numerous complaints about the High Schools closing a week or ten days before the holidays legally commence.

If it is important that presiding examiners be practical men, it is still more important that the men who read and value the answers should be practical men—men in every way fitted to discharge the very important duties devolving upon them. Here, again, our rights as teachers are invaded by men of other professions, and not unfrequently by students of no experience whatever, in the important work in which they engage. So that teachers are not only wronged, but many of the candidates at the various examinations fail through the lack of experience of the sub-examiners. This is, no doubt, one of the most fruitful causes of complaint and distrust respecting the results of many of our examinations. The only remedy is to place the matter in the hands of competent men only—men of experience and of matured judgment, and not in the hands of young lawyers and doctors, and second and third year University men. In fact, the importance of this matter demands for it special attention. It is the keystone of the examination arch, and should not be left to novices. Men specially adapted to perform the work should take it in hand. Those who hold the fate of the teachers and students of the country in their hands should be men who would inspire confidence. Under existing conditions, teachers and inspectors are no doubt the best men available, selecting, of course, men of known ability in the special work to be performed. Still, such a course involves an amount of chance not likely to produce the best possible results.

The preparation of examination papers and the reading of the answers should have a direct bearing the one upon the other. It is only by reading answers to questions set that a clear conception can be obtained of the best methods to be adopted in preparing papers; and in many cases it is only the man who proposes a question that can properly understand and value its answer. These facts, together with the great importance of the whole matter of examinations, would suggest that the men who prepare the examination papers should read and value the written answers. Such a plan could be best carried out by increasing the number of members in the Central Committee, and requiring them to prepare all papers and read and value all

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answers. They could also prepare and publish notes on the results of examinations, giving hints respecting failures or defects in answers. These would be valuable information for both students and teachers. The plan here suggested would also obviate the necessity of appealing against the finding of the sub-examiners, as the work would all be performed by the members of the Central Committee. Still, it would be wise to allow the right of appeal as a safeguard against mistakes or carelessness. There seems also no good reason why the appellant should not appear in person before the committee and state his case, and point out the portions of his answers not, in his opinion, justly valued. Such a course would be consistent with the practice in our courts, and certainly the matter, in many cases, before the committee or a sub-committee appointed for the purpose, would be of much greater moment than some of the cases before the courts. The committee would also be brought into personal contact with the appellant, and be assisted thereby in arriving at a correct decision. One great defect in the present system of examination is that it ignores all personal knowledge of candidates; they may be apes or automatic pens for all the sub-examiners know, or even care.

Much has been said, and is still said, respecting cramming in preparation for our examinations. The practice could, in a great measure, be prevented by a judicious preparation of questions. Were the members of the Central Committee thoroughly conversant, in the broadest sense, with the best methods of preparing questions and examining answers, they would soon discover that much of the cramming is owing to narrow or irregular methods of dealing with programmes. When students and teachers find on examining several series of papers that the same lines of questions, and, in fact, the same questions, are constantly recurring, they are very naturally tempted to adopt the cramming system, and prepare themselves with answers suitable for the questions likely to be proposed. In fact, the successful teacher during the past few years has generally been the one who best understood "coaching," and could best calculate the probabilities respecting the different papers likely to be set at any given examination. In some cases the answers have been written and committed for a series of questions, the teacher and pupil feeling confident that the series would cover a sufficient portion of the paper set to secure, at least, a fair passing mark. Less than a year ago I asked a former member of the Central Committee for advice in preparing candidates in History for the High School Entrance Examination, and he informed me (though he admitted it was wrong) that the most successful teachers were those who adopted the series plan. An examination of the entrance papers in History, set for nine examinations during the past six years, gives the following results:—A question on the reign of John is asked six times, one on the Wars of the Roses four times, one on the Tudor sovereigns, usually on the reign of Elizabeth, seven times, and one on the reign of Charles I. three times. On the same nine papers short biographical sketches are asked on the narrow range of fifteen persons, and of these ten occur only once; of the remaining five, four occur twice; and one, Sir W. Raleigh, three times. The only

author ever asked for is John Milton. Was this a mistake, or an accident, or are teachers expected to take up all the leading English authors in order that their pupils may be prepared, at every ninth examination, to write notes on one?

In the face of such narrowness as the above indicates, what inducements have teachers to educate their pupils in place of cramming them? What has been said of history is true of grammar and geography. Even in arithmetic the same line of questions is pursued, time after time, almost without a single variation. Nor is this method confined to entrance examinations—a comparison of the papers set at several consecutive intermediate and teachers' examinations will disclose the same results, though in a less obvious form. The papers, too, in both cases, are frequently confined to a small part of the programme, thus causing the honest teacher, who strives faithfully to cover the work of the programme, to lose one-half and sometimes two-thirds of his teaching force. Frequently, too, questions are set beyond the reasonable limit of the programme and the capacity of the candidate.

These contingencies force teachers and students to discard programmes and study the caprice and hobbies of the question setters, and cram according to decisions arrived at. Should any teacher follow the dictates of reason, and strive to educate his pupils, he will only have the satisfaction of falling behind in the race, and being dismissed as incompetent by the Trustees, who are not capable of taking in the situation. Another source of dissatisfaction is the irregularity noticeable in the values attached to the questions set, and is evidently the result of carelessness or bad judgment. The removal of the name of the examiner from the papers he prepares is by no means so satisfactory as the method formerly adopted. Every man should be responsible to the public for the papers he sets. The name would inspire confidence, disarm suspicion, and cause its owner to scrutinize carefully each paper issued.

Probably the most important matter in connection with examinations is percentages. They are universal in their influence on teachers and pupils. They decide, not only the passing of candidates, but the attention paid to every subject of study. In fixing them, their importance demands a careful consideration of all the conditions involved. The percentages required to pass the High School Entrance Examination have a direct bearing upon a large proportion of the work done in our Public Schools. Those required to pass the Intermediate and Teachers' Examinations, direct seventy-five or eighty per cent. of the teaching force in our High Schools and Collegiate Institutes. Teachers are compelled, whether willing or not, to adopt such a course as will secure the greatest possible percentage of successful candidates, and their pupils are not slow to condemn any other course, or to calculate respecting the necessary percentages and their own capabilities for obtaining them. The subjects in which they are specially talented receive particular attention, in order to render the total percentage required secure. Other subjects, not less important, receive only that attention absolutely necessary to secure a passing mark. So strong is

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this influence of percentages that in some instances it is with extreme difficulty that teachers contrived to produce anything like satisfactory educational results.

The object here is not to condemn percentages, but to point out their influences, and, in some cases, condemn what are regarded as defects in present arrangements, and to indicate supposed improvements. An examination of the percentages required to pass the High School Entrance Examination, gives the following results:—A writes and obtains one-third in Reading, Spelling, and Writing, three-fifths in Grammar and Arithmetic, and one-half in Composition, Geography, History, and Literature, and obtains 288 marks and passes. B writes and obtains two-thirds in Reading, Spelling, and Writing, three-fifths in Grammar and Arithmetic, and one-third in Composition, Geography, History, and Literature, and obtains only 264 marks, and therefore fails. These results show plainly that it pays to neglect Reading, Spelling, and Writing, and devote special attention to Composition, Geography, History, and Literature. But is such a course in the best interests of our Public Schools? if not, then existing percentages are unsatisfactory. The particular case stated gives only one of the many forms it assumes in practice, showing that present percentages discourage effort in the important, but too often neglected, subjects of Reading, Spelling, and Writing. The whole difficulty arises from the fact that the total mark for each of the subjects of Composition, Geography, History, and Literature, is 72, while for the three subjects, Reading, Writing, and Spelling, the mark is only 72. That is, one of the former subjects is valued the same as the three latter. The difficulty could, and should, be remedied by increasing the maximum for the three subjects now rated decidedly too low. The subject of Drawing is not included in the above calculation, as last examination was the first in which it appears on the programme, and its exact value and position are not yet settled, though it seems strange that its maximum should be 60, and that of Reading 30, Spelling 22, and Writing 20.

The matter of percentages deserves close attention in its bearing upon Intermediate and Teachers' Examinations, and especially upon the latter, as the education given to our teachers will necessarily decide the education of coming generations, and the popularity of our educational system. During the past three years I was much surprised at many of the blunders made in grammar and other subjects by teachers in training at our Model School. For example, "is good" was treated as a passive voice, and a finite verb was said to be first plural, agreeing with us; and other blunders, not less absurd, frequently occurred. In reading the papers at the close of the session, I often noticed mistakes indicative of absolute ignorance of the cardinal principles of English grammar. Nor were the mistakes confined to Grammar; they were not unfrequently noticeable in History, Geography, Spelling, Etymology, and Theory of Arithmetic. Improper notions respecting Fractions, Least Common Multiple, and Greatest Common Measure occasionally cropped up.

My experience lead me to conclude that, in many cases, the

teachers certificated during the past three years were not so well educated as those of the previous three years; and I decided to examine the non-professional certificates of the thirty teachers trained in the Bruce County Model Schools last year, and from them I made the following notes:—Five passed in Latin, six in French, six in German, and thirteen on the Science group. In Grammar ten fell below 40 per cent., and only thirteen took over 50 per cent., and six of these only a couple of marks over 50. In Composition nine took less than 40 per cent., and only three over 50 per cent. I have no reason to suppose these results would not remain the same in proportion were all the non-professional certificates issued last year examined, or even those of the current year, or the past three years. I infer from the foregoing, that passing in the Languages is quite common; that excellence in English grammar and composition is rare; that low standing in these subjects is the evident result of the present system of percentages. I put special stress upon these subjects, because if there is anything in which our Canadian schools should strive to excel, it should be English grammar and composition. If the results here exhibited be universal, or even partially so, the bad English and faulty grammar which so frequently meets the eye should not cause surprise, but regret, and be accepted as the legitimate and inevitable result of our system of percentages.

Some of the members of the Central Committee are apparently conscious of the defects alluded to, and strive to mend them by proposing more difficult questions, and thereby weeding out the superficial. This plan may work to a limited extent in mathematics and the natural sciences, but in most of the other departments it is possible by a mere superficial knowledge of the subjects to take a passing mark. A better course would be to propose moderate and reasonable papers, and exact a much higher percentage for passing. Such a course would produce a corresponding improvement in the management of our High Schools and Collegiate Institutes, and lead to much more satisfactory results than are now obtained. As the papers are at present set, to take 20 or 30 per cent. in Algebra, Euclid, Arithmetic, or Natural Philosophy requires a much better knowledge of these subjects than is required to take like percentages in the subjects of History and Grammar, Geography and Composition. There seems no good reason why the percentages in each subject should be the same. Common sense would dictate that each subject should be rated according to its importance and difficulty, and not according to the broad principle of universal percentages, symmetrical as it may appear. When the granting of second-class Provincial certificates was in the hands of County Boards, 50 per cent. was required in Arithmetic and Grammar to take a second-class B certificate, and  $66\frac{2}{3}$  per cent. in the same subjects to obtain a second A, and County Boards were allowed to exact their own percentages in granting third-class certificates; and though for various reasons the system was defective, I have no hesitation in saying that, so far as non-professional work was concerned, the teachers of those days were fully equal to those of the present.

The granting of certificates to persons who pass in French, Ger-

man, or Latin, to teach English Schools, I have always considered as an anomaly which was allowed to exist because it suited the purposes of some of our High School and Collegiate Institutes, and played into the hands of our Provincial University; but I expected that it would eventually pass away with kindred absurdities; but the fact that seventeen out of thirty passed in this way clearly indicates that the anomaly is still popular; and why is it so? simply because it is the easier method. There are many young teachers at present engaged in our schools who certainly would never have been able to enter the profession by any other gate. They acquire a worse than useless smattering of one of these languages to the neglect of the Queen's English. Hence it is we see so many Latin and French words disfiguring pages of poor English. Only a few days ago I read a short article from the pen of a Canadian teacher, in which *pabulum*, *morceaux*, *savants*, *litterateur*; *bibliophile*, and such like, figured conspicuously. There is a latent injustice also in allowing some to enter the profession by a course that others would not stoop to adopt, and this is aggravated by the fact that many of those who do so enter it only abuse it by making it a stepping-stone.

I cannot close this paper without entering my protest against the manner in which reading and writing are all but ignored in licensing teachers; neither of these subjects forms any part of a non-professional examination. The consequence is, that many enter our Model Schools very poor readers, and it is utterly impossible by a few lessons to produce any marked improvement. The subject of writing finds no place on the certificate, and forms no part in obtaining it; for these reasons, many looking upon it as valueless neglect it. These two important subjects in our schools are gradually sinking to the lowest possible condition.

The main ideas in this paper are briefly stated in the following propositions:—

1st. The teacher's knowledge of the candidate should in some way be a factor in deciding the candidate's standing at examinations.

2nd. The dissatisfied candidates who appeal against the finding of examiners should be allowed to appear in person before the Central Committee.

3rd. The persons who prepare the examination papers should read and value the answers.

4th. The presiding examiners should always be teachers or inspectors engaged in active service.

5th. Every examination should have a fee attached to defray expenses and discourage unprepared candidates.

6th. The maximum value and passing percentage in every subject should be based upon the difficulty and importance of the subject.

7th. The examination papers should be confined to the programme, and fairly cover it.

8th. Persons prevented by sickness from attending an examination, or a part of it, should be allowed a second opportunity in Toronto before the Central Committee.

## LITERATURE IN SCHOOLS.

MR. D. J. GOGGIN.

"No power is capable of doing more for the schools than literature, if we understand by it the works of the best writers. They have thought the noblest thoughts, they have reached the highest truths, and the more we learn of them the more they help us to think and to know by ourselves. . . . To feel the influence of literature thoroughly, we must begin at an early stage, with such prose and poetry as children can then understand, and from this go on gradually until the works of the great masters can be read, not only in but out of school, and appreciated." These are the words of one of America's foremost educationists, and they serve as an admirable introduction to the few thoughts on Literature in Schools which I shall endeavour to place before you. They draw attention to what literature is, to the necessity of beginning the study of it early, and to the object which this study is to accomplish, viz., to read and appreciate the works of the great authors, feeling their influence.

The greater number of our pupils leaves school without advancing further than the Fourth Class, and without entering a High School, where the study of literature proper now begins. Our reading books, containing a mass of short extracts, with little if any order in their arrangement, have been, so far, our only means of forming our pupils' tastes and of interesting them in any author, and the sixteen lessons chosen for special study have been a hindrance rather than a help in this work. "Just a chapter or two of one writer, or a poem or two of another—often indeed but a mere fragment of a poem—with rapid transition from author to author and from age to age," says Dr. Eliot, "will leave most pupils confused rather than inspired." Does not our own experience enable us to bear testimony to the literal truth of the Doctor's statement?

It is generally admitted that if we wish to form in children a taste for good reading, to create in them an appetite which craves only the healthiest literary food, we must make them as early as possible familiar with the best English Classics, and to bring this about we ought to introduce into our Public School programme such a course of reading as will enable us to accomplish these desirable ends, and to impart correct methods of study as well. I did hope, some time ago, that, when a change of reading books became necessary, it might be possible to substitute for the Fourth and Fifth readers one complete and characteristic work of each of, say, six authors. By this means the pupils, instead of knowing, as now, almost nothing of many authors, would know considerable about a few and be inclined to extend the acquaintance. In Boston they have gone further than I have suggested, and have introduced into the Second and Third classes a twofold series of Popular Tales, believing that the lessons should lead the children to take to reading as a recreation and amusement first, and later on as a means of acquiring knowledge. The Superintendent remarks: "I have seen children read these tales as I never before saw

them read anything in a Primary School, with closer attention, with deeper interest, with stronger expression, and they can be read again and again with no such sinking of spirits as attends the repetition of school readers."

Many will consider it too early to begin this work with pupils in the Second reader, but surely when pupils have completed the Third reader they are able to read a continuous story. They will then begin to make their own selections, seeking the completed story of the newspaper and the book outside the schoolroom, and finding it much more interesting than the scraps in the school readers. This is the critical period, this the time of all times when they need a guiding hand to teach them to choose wisely those silent masters who will have so much to do in moulding their lives. Their tastes are now being formed, and there is no safeguard against a bad taste equal to the creation of a good taste. You say that a child, to be genuinely polite and courteous, must constantly live in the society of those who are so; that the same rule holds good as to correctness of speech; is it not equally necessary to live "amongst high thoughts," and to frequent the company of good books as well as good men? And if we could make for the Fourth and Fifth readers the substitution I have suggested, I am satisfied that we could do far more than we now do to form that intellectual taste which is a young man's best companion and protection through life. This substitution is now hopeless, since the new readers, though certainly in advance of the old, follow in the main the same plan, and are excellent scrap-books and not much more. I learn, too, that from each series a set of sixteen lessons has been selected, and we are to have perpetuated that vicious system which has done so much to destroy good reading in our Fourth classes. We must continue to feed the pupils on scraps, and to create a taste for good literature as best we can. If it is profitable for High School pupils to study a complete work of some author, why is it not equally so for Public School pupils? Surely in the wide field of literature there is some complete work of an eminent author suited to the age and attainments of these pupils; surely they will take more interest in this work than in the selected lessons; certainly they cannot well take less. And the teacher's opportunities for doing what the study of literature is intended to do would be vastly increased. Are not the following remarks of Prof. Young, in his Report of 1868, as applicable to the Public Schools of to-day as they were to the Grammar Schools of that date, substituting for the Latin examples the catch questions in mathematics and grammar of the present? "The quickening contact with truth and beauty, into which the pupils would have their minds brought in studying the works of good English authors, is a circumstance of unspeakable importance. Suppose that an ingenuous girl were to read even a single poem like Milton's 'L'Allegro,' under the direction of a teacher competent to guide her to a thorough appreciation of such a work, and that the poet's general conception, and the wonderfully felicitous musical details in which it is developed, were to enter into her imagination, so that the whole should live there and become in her experience 'a joy forever,' can it

be doubted that this would be worth all the Latin, ten times over, which most girls learn in our Grammar Schools? Why should children not have their intellectual natures nourished and enriched through familiarity with exquisite thoughts and images, instead of being starved on lessons about trifling or commonplace matters? When all human passions and affections, as delineated by writers who have remained faithful to nature—when the varieties of human life, actions and their tendencies, the immortal representations that literary genius has bequeathed to the world, the analogies that poets love to trace, can be set before our pupils in our schools, why should we answer all their conscious and unconscious aspirations after what Matthew Arnold calls sweetness and light by informing them that Caius dwelt two whole years at Rome, or that the rule in Latin is to put the direct object of an active transitive verb in the accusative case? When the most suitable works of Dickens, Scott, Irving, Hawthorne, Tennyson, Longfellow, Bryant, Goldsmith, etc., may be purchased at from two to fifteen cents each, surely no objection on the plea of expense will be made.

Let me give a few illustrations of what some schools are doing in this matter. In Worcester, Mass., the whole school above a certain grade, reads one author each year, and that author is not taken again for four years. Longfellow, Hawthorne, Whittier, and Lowell have occupied their attention during the last four years, the master remarking that it is better to *know* a few authors than to shake hands with many.

In Boston a selected number of books for supplementary reading has been provided by the Board in sets of thirty-five for the High Schools, and fifty-six for the Grammar Schools. They are used for sight reading and at different hours of the day, so that one set supplies several classes in the same building. They may be taken home at night and returned in the morning—a certain number of pages being assigned by the teacher. Next day the pupils are required to tell in their own words the story they have read. They discuss the characters introduced, and note carefully the construction of the story, and acquire the use of language by *using* it. Each lesson is many-sided. The pupils' tastes for a class of literature somewhat higher than they would be likely to select for themselves are thus secured and cultivated.

Cincinnati has two or three "Authorial Birthday Celebrations," as Superintendent Peaslee calls them, each year. These consist of compositions by the pupils on the life of the particular author, the special study of whose works is about to end; of the recitations of gems from his writings, of declamations, of select readings, of singing and of appropriate talks by teachers and friends of the schools. Last year a new feature was added—the planting, by the pupils of each school, of a few trees in honour of a favourite author. These celebrations, we can well believe, educate not only the pupils but the whole community, and cause an increased demand for the writings of these authors.

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limited to a single reading book of a grade, each of the primary classes is furnished with four or five of the same grade, taken from as many different series of school readers; the reading extends even beyond this to the *Nursery*, the *Wide Awake*, and other juvenile periodicals. Books of travel and adventure are furnished, at public expense, to the classes of all the higher grades. The schools and the public library are connected. Supplementary catalogues containing lists of books, adapted to the several classes, have been issued and distributed freely, and the result is a marked increase in the number of the books read by the pupils out of school.

In Port Hope the following experiment has not been unsuccessful. Ostensibly to beautify the walls of the schoolrooms, it was proposed some years ago that each pupil, who chose, should contribute not more than ten cents each half year. With this sum pictures of Longfellow, Bryant, Whittier, Tennyson, Scott, Shakespeare, etc., were purchased and hung. Flower pots and hanging baskets completed the first part of the plan. Then, incidentally as it were, each teacher began to talk about the man whose portrait hung on the wall, telling stories about his school days, his home, his family, etc. The children were encouraged to find from parents or books other stories respecting him. Next an offer was made to read on Friday some interesting story that he had written, provided certain school tasks were well performed. Then some gem selected from the story or poem was written on the board, its meaning fully brought out, the substance of it given by the children in their own language, and finally it was committed to memory. So popular did this work become that an hour, previously allotted to reading and composition, was set apart each week for it, and an attempt made to obtain a fair knowledge of a few authors and to commit to memory some of their choicest thoughts.

As time went on the work widened, and now the senior Third Class studies Whittier, the teacher or some of the pupils reading "In School Days," parts of "Among the Hills," and "Snow Bound," "Maud Muller," etc. The junior Fourth Class—girls—studies Longfellow, reading the "Psalm of Life," "The Builders," "The Arrow and the Song," "The Ladder of St. Augustine," "King Robert of Sicily," "The Children's Hour," etc., while the boys read "Tom Brown at Rugby," and two or three of Longfellow's shorter poems. The senior Fourth Class studies Bryant and Scott, reading the "Little People of the Snow," "Sella," and two or three of Bryant's shorter poems, and selected passages from "Ivanhoe." The Fifth Class studies Tennyson and Dickens, reading "Enoch Arden," "The May Queen," "Ring out, Wild Bells," etc., and the "Christmas Carols." And as the pupils read much, so do they write much. Composition is constant; the reproduction of the substance of each story read, of each gem learned being invariably required. The pupils are not marked for this work, nor examined for promotion on it. They are not asked to analyze or parse, or give the derivation of the words occurring in the selection, but an honest attempt is made to interest them in the man and in his works, to show them how to read, and to give them a love for good reading. When the birthday of the author, whose work

they are studying for the time, comes round, an extra half hour is taken, sketches of his life given, selections from his works recited, and, when possible, pictures of his home shown. The author is no longer a stranger, but a dear friend. The pupils may not grasp all that is in a selection. The ideas may at times be too big for them, but they get enough to induce them to read more, and we are content, believing that the lessons drawn so persistently and lovingly from such pure sources cannot fail to develop higher ideals. The ground is prepared and the seed sown in the springtime, and patiently and hopefully we wait the future harvest.

Other teachers would doubtless make different selections, yet since the above was written it gave me pleasure to learn that Superintendent Cole, at the Ohio Teachers' Association, when suggesting that the study of literature should begin lower down in our schools, said: "Let the third grade, or year, be the Whittier year, the fourth Longfellow, the fifth Irving and Bryant, the sixth Tennyson and Dickens, the seventh historical, the eighth patriotic; and in the High School the earlier English writers, with Milton and Shakespeare. Let the reading and study be systematic, and the examinations as regular as in other branches of study, and then the seeds of a taste for literature and of literary habits having been early planted, and the plant having had time for growth before the pupil leaves the school, he will be more likely to read when he goes from us." A committee of the Association has been appointed to report on a plan for carrying into effect these suggestions.

If such a course as I have outlined be given in the Public Schools, the High School Master will no longer have reason to complain that he has no foundation whereon to build, and that he is unable to begin his proper work until he has given an elementary training which should have been obtained in the Public Schools.

I have concerned myself mainly with the Public Schools, but in view of the recent strictures on the teaching of Literature, I know that I shall be pardoned if I say a few words respecting the methods practically forced upon the High Schools by the character of the examinations.

What do the best books do for us? Do they not introduce us to the best thoughts of the best men? Should not, then, the *thought* of the author be the central idea of the teaching, and other matters secondary? Have we not been studying books about literature rather than literature itself? Has not the editor occupied our attention almost as much as the writer? Is it the author or the commentator whom we are endeavouring to know? Literature is itself and not annotations. Let us saturate the student's mind with the fine spirit of a poem rather than lumber his brain with philological minutiae. Let us cease "hammering" away continually at points of grammar and etymology, and spend our force on the sense and meaning of what is read. "When common people," says Hudson, "read Shakespeare, it is not to learn etymology, or grammar, or philology, or lingual antiquities, or criticism, or the technicalities of scholarship, but to learn Shakespeare himself; to understand the things he puts before

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them, to take in his thought, to taste his wisdom, to feel his beauty, to be kindled by his fire, to be refreshed with his humour, to glow with his rapture, and to be stolen from themselves and transported into his moral and intellectual whereabouts; in a word, to live, breathe, think, and feel with him." And he adds: "I am so simple and old-fashioned as to hold that, in so reading the poet, they are putting him to the very best and highest use of which he is capable. All of which means, to be sure, that far more real good will come, even to the mind, by foolishly enjoying Shakespeare than by learnedly parsing him." Elizabeth Barret Browning makes "Aurora Leigh" say:

"We get no good  
By being ungenerous, even to a book,  
And calculating profits,  
It is rather when  
We gloriously forget ourselves and plunge  
Soul-forward, headlong, into a book's profound,  
Impassioned for its beauty and salt of truth—  
'Tis then we get the right good from a book."

Our examiners hold different views, however, if we are to judge by their papers, and, as I heard an English master say, "We accordingly parse, and analyze, and give the derivation of words, and criticise the language if we can. We explain historical and other references, and give some literary history—the result being an absolute killing of any taste for literature that may have existed in the students." Last year I had a class of teachers in training, composed of pupils coming from six High Schools, and, on one occasion, a selection from Goldsmith formed the subject-matter of a lesson. Curiosity prompted me to ask whether, in consequence of their study of that author during the previous year, they had been led to read any of his other works. A prompt reply in the negative was given by every member of the class—one young lady evidently expressing the general opinion by declaring that she "used to like him, but now she hated him, and never wished to read a line of him again." And this was the result of her literature lessons! A positive distaste created. I did blame some person for such a result, but that person was *not* the teacher.

I have already said enough, perhaps too much, and must now draw my remarks to a close; and in doing so, let me plead again for the earlier introduction of literature into our schools, and for more literature; for the abolition of the sixteen selected lessons, or any other set of extracts, and for the substitution of a complete work; for nobler ideas, on the part of the examiners, of what literature is placed in the school curriculum for; and for truer methods of teaching—methods which shall create and foster an abiding taste, an absorbing love for literature—methods which shall make our pupils, when they leave school, gladly consort with the company

"Of those immortal dead who live again  
In minds made better by their presence,"

learning from them the

"Thoughts sublime that pierce the night like stars,  
And with their mild persistence urge men's minds  
To vaster issues."

## "SCHOOL HYGIENE."

DR. OLDRIGHT, M.A.

There are few subjects of as much importance in their bearing upon the welfare of the people of this Province in the near future as that of "School Hygiene." I am, therefore, glad that it is one of the subjects which you have selected for discussion at this meeting of your Association. I trust that the remarks which I have been requested to make will be taken as merely the opening of the discussion, that others will follow me, and that we shall have an earnest consideration of the questions taken up.

I suppose it is hardly necessary for me to prove that as a general rule,—not in exceptional instances merely,—boys and girls, as well as their teachers, are not improved in health by their school life; in other words, that there is plenty of room to struggle after the ideal hygienic conditions in connection therewith. Were it necessary to prove this, I would do so by pointing to either teacher or pupil at the close of school term, and again at the close of vacation;—I need only point: you have seen the contrasting pictures often enough to be able to recall them to your mental vision.

Shall we not, then, enquire whether there are changes which we can help to bring about to improve the conditions of school life, and what they are? And shall we not, one and all, do our part and our best to bring them about? I feel that if any good is to come from a discussion of this subject, it must be by each one of us taking hold of it in this practical way; and I do believe that it will be so taken hold of.

One of the first things, then, that we shall enquire into, is the condition of the AIR IN OUR SCHOOLS. It is a well-known physiological fact that a healthy adult man exhales six-tenths of a cubic foot of carbonic acid per hour. It has also been proved by experiment that six parts of carbonic acid in 10,000 of air is all that can be breathed with a proper regard for health: *i.e.*, two parts in 10,000 in excess of the amount naturally contained in the atmosphere. A very simple calculation, then, tells us that to keep the air at a healthy standard, 3,000 cubic feet of air must be supplied. It has further been proved that with ordinary appliances for ventilation, and taking into consideration our climate, three times in an hour is about as often as the air in a room can safely be changed. This, then, would require that a room should be so capacious as to give to each individual adult 1,000 cubic feet of absolute space, necessitating in a room 12 feet high a floor space a little over 9 feet square. But, it may be said, children do not require so much, because they are smaller, and there is not so much blood to be oxidized. True, there is not so much blood, but remember that there is more growth and waste in proportion; their blood circulates more rapidly, and their respirations are more frequent; besides, their organizations are more delicate and susceptible to unhealthy influences. Hence, we cannot safely deduct much from

the amount of fresh air, and consequently from the air space, required by children. I am aware that the army regulations only allow to the soldier 600 feet; well, if we are to give our children less than is requisite for the fullest requirements of health, according to the above calculation, let us give them, at any rate, as much as the Government allows to the hardy soldier, and make the very smallest limit not less than 600 cubic feet, or in a room 12 feet high, not less than 7 feet square of floor space. I now ask you to tell me in the discussion which will follow, in what proportion of our schools we will find air spaces of 1,000, or even of 600 cubic feet per individual; and to tell me also what is about the average space that is to be found. I hope that we shall get answers to these questions, as the presence here of so many who are able to answer is an opportunity of which I feel sure the Board with which I am connected would desire to avail itself in its labors in regard to this subject.

Having settled the average amount of air space, the next question to be put is, Are there appliances for changing the air in it the requisite number of times to give a product of 3,000 feet, or something near that amount?

If not, what is the result? It has been found as the result of actual analyses and experiment, that air containing eight or nine parts in 1,000 of carbonic acid produces nausea, loss of appetite, headache, irritability, and allied symptoms. Are your little scholars ever peevish and fretful? I must not ask whether children of an older growth ever become so; no wonder if they do. It is hard to get exact statistics of mortality in connection with various degrees of vitiation of air by respiration, as other unhealthy conditions are often associated; but the above results were found to be solely attributable to the vitiation of air by respiration to the extent named. Of course, mortality statistics associated with an indefinite amount of air vitiation are to be had.

If some of the poor little fellows above alluded to as breathing bad air could be aroused to the necessary vigor, I would like to furnish them with the following "pome," to be recited during visits of the powers that—(don't)—provide school accommodation. I take it from a paper read by the Rev. Mr. Fairfield, of Michigan, who has altered it, as he says, "to meet the case" in point. I believe that in its original form it was addressed by a congregation to their sexton, but it is here dedicated to the caretaker of a school:—

"Oh, sextant of the school-house, which sweeps  
And dusts, or is supposed too! and makes fires,

O, sextant! there are I kermoddy  
Worth more than gold, which doesn't cost nothink—[?]  
Worth more than anythink except the sole of mann:—  
I meen pewer are, sextant; I meen pewer are!  
O, it is plenty out o' doors, so plenty it doant no  
What on airth to do with itself, but flies about  
Scatterin' leaves, and blowin' off men's hatts;  
In short, it's "jest as free as are" out doers.  
But O, Sextant, in our school-house it's as scarce as hen teeth—

" U shet 100 girls and boys,  
 Speshaly the latter, up in a tite place,—  
 Sum has bad breths, none ain't 2 swete,  
 Sum is levery, sum is scroflous, sum has bad teath, and sum ain't  
 over cleen :

But every 1 of em brethes in and out, & out & in,  
 Say 50 times a minit, or one million & a half breths an our ;  
 Now how long will a school-house full of are last at that rate,  
 I ask you ? Say 15 minits, and then what's to be did ?

Why then they mus brethe it all over agin,  
 And then agin, and so on till each has took it down  
 At least 10 times, and let it up agin. And wots more  
 The s ume individdible doan't have the privilege  
 Of breathin his own are & no one's else ;

Each one must take whatever comes to him.  
 O, Sextant, doan't you know our lunks is bellusses,  
 To blo the fire of life and keep it from  
 Going out ; & how can bellusses blo without wind ?  
 And ain't wind Are ? I put it to your consunhs.

Are is same to us as milk to babies,  
 Or water is to fish, or pendlums to clox,  
 Or roots and airbs unto a injun doctox,  
 Or little pills unto a onepath,

Or boys to girls. Are is for us to breathee.  
 Wot signifies who teaches if I can't breathee ?  
 What's Profs. & Profeses to children who are ded ?  
 Ded for want of breth ? Why, Sextant, when we dye,  
 It's only coz we can't breathe no more—that's all.

And now, O Sextant, let me beg of you,  
 2 let a little are inter our school-house.  
 It ain't much trouble—only make a hoal,  
 And all the are will cum of itself.

It laves to cum in where it can git warm,  
 And O how it will rouse the childers up,  
 And sperit up the teacher, and stop gapes  
 And yawns & fijjits."

We have come to the consideration of the MEANS FOR CHANGING THE AIR in the school-room, the means for getting in this "kermodity," and we shall find that there are two more little modifications in the "pome" which I would not make, for fear of spoiling its vigor by too much matter-of-fact, but to which we must allude when we come to the matter-of-fact subject of ways and means. Whilst the air "doesn't cost nothink" "out dores," it costs a little (not much in proportion to its worth) to get it into the right place and "git it warm;" and whilst it "ain't much trouble to make a hoal," it requires much thought and time and trouble—and this all means money—to get the "hoals" in the right places, for different seasons and under varying circumstances. And it is this question of money, combined with a want of proper understanding of the consequences, and of the whole subject indeed, that stays the hand of those who have not yet appreciated the fact that the question at issue is of the value of children's and teachers' brains and bodies *versus* the cost of a few ventilating tubes, and the ingenuity required to devise and manage them, and the cost of fuel and enlarged school-rooms.

First, then, what should be the *size* of the "hoal" or holes—for it wants some to let the bad air out as well as to let the good air in.

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This will depend upon the rapidity of currents of air that may be borne, and this again upon whether the air is warmed when introduced; but, as a rule, about five feet per second may be borne. There are 3,600 seconds in an hour, and we want 3,000 feet of air in that time, i.e., five-sixths of a foot per second for each individual; this with a current of five feet per second will require our "hole," or inlet, to be one-sixth of a square foot, or twenty-four square inches, per individual; and the same to let the air out. If heated it will have to flow more rapidly, and it may more safely be allowed to do so. Whilst I am speaking of heating, let me dispose of a popular fallacy. I think it is generally supposed that in winter people can more safely crowd together, and do with smaller air space than in summer. Unless the air is heated before it is introduced, the reverse of this is true; the air has to "git warm," as our poem has it, and consequently cannot be changed so frequently, unless we are to be chilled by it.

The next point in connection with the ventilation of the school-room, is the *relative position* of the inlets and outlets. Their relative positions will vary much, according to varying circumstances; among which may be mentioned the shape and size of the room, the season of the year, the mode of heating. And let me here say, that the ventilation and heating of any room must always be considered together. We shall not be able in the compass of this general paper to consider minutely all the varying circumstances alluded to. For a fuller description of details of some of the plans to be resorted to, I shall refer you to one or two papers within your reach. Some others we may consider somewhat in detail; and there are certain general principles which, if strictly remembered and carried out, will help us much in the consideration of details in each special case. There are four of these general principles that must never be lost sight of:

1. The air brought in must be distributed throughout the whole of the breathing space.
2. It must be of a suitable temperature when it comes in contact with the inmates, and of a suitable degree of humidity.
3. It must be pure.
4. Hot air is lighter than cold.

It is of great importance to bear in mind these four principles; it will be found that every defect in ventilation is due to a violation of some one of them.

In many of our school-rooms the feet are in Greenland, whilst the head approaches the torrid zone. The light hot air is at the top of the room, the colder strata below. The air may thus be in a stagnant condition, or an attempt may be made to let the heated and supposedly impure air out by ventilators at the top. And now what happens? In rooms heated by stoves, just as soon as the air becomes enjoyably warm it flies out and away, the lower part of the room being always uncomfortably cold. Following out principles which I have expressed above, sanitarians in various places seem to have hit upon a modification of the Ruttan method, which may be expressed thus: Cold, pure air is conducted so as to impinge upon the stove, or heating surface; here it becomes heated and ascends; meanwhile, at

the sides of the room and close to the floor are outlets, sometimes funnel-shaped (of which I here show a sample), taking off air from the floor-line by means of pipes passing up through the room and connecting with the stove-pipe, with the chimney, or with the outside air. The air heated by the stove rises to the ceiling; cooling, it gives way to that which, expanding beneath it, rises to take its place; it falls over in fountain form, gradually settling down, till it is drawn down and out by the outlet shafts. This plan is illustrated and described in a paper by Dr. Cassidy, to be found on pp. 150-1 of the First Annual Report of the Provincial Board of Health, to which any person in this audience can readily refer.\* You will see that a constant circulation of air is thus carried on.

I now proceed to show you a set of diagrams which came to my hand most opportunely whilst preparing this paper. They illustrate a series of experiments by an architect, Mr. Warren R. Briggs, and are published by the State Board of Health of Connecticut. They show how much more important than is generally supposed are differences in the relative positions of inlets and outlets in providing for the distribution of fresh warm air in all parts of a room.

Mr. Briggs' object was to determine by what relative arrangement of inlet and outlet the pure warm air could be best distributed throughout the whole of the breathing space—the carrying out of principles 1, 2 and 3, enumerated above. The mode of experimenting was to cause smoke to pass into the room through the inlet and out through the outlet flues, the latter being heated. The breathing line (the horizontal plane near which are situated the respiratory passages of the inmates) is indicated in the diagrams by a dotted line. The results obtained are thus stated by Mr. Briggs:—

“The air entering upon the outer wall at the floor, and being removed on the inner wall at the ceiling-level, does not benefit the occupants of the room as it should. The action of the air as it enters is rapidly upward to the ceiling, where it stratifies, then along its surface to the outlet, as indicated in Fig. 2. The entering air is warm and light, and naturally rises and flows across the top of the room to the nearest outlet. The foul air of the room, being heavy with impurities, remains at the bottom, becoming constantly more contaminated. There is no doubt a certain amount of radiation or mixing is going on, but the great bulk of the pure warmed air entering the room takes the short cut across it and up the chimney, as shown in Fig. 2. This action of the warm air occasions, as may be readily seen, an enormous loss of heat, without accomplishing the very points aimed at, the utilization of every particle of heat before it is allowed to escape, and the thorough mixing of the pure incoming air with the air already in the room. If any one doubts the correctness of the action of air as herein described, let him fill the incoming flue with smoke, that can be readily seen, and watch its course as it enters, flows upward and

\* The reports and documents issued by the Provincial Board of Health are distributed as extensively as the government grant will allow. Copies are sent to the following among other persons:—To the clerk of every municipality, to all school inspectors, to all medical practitioners whose names are on the Registrar's roll, and to the secretaries of Mechanics' Institutes.

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outward, and see where the great mass of it goes. The dotted lines on this sketch indicate the breathing point of a person sitting.

"It may be well to explain that in these experiments the outlets

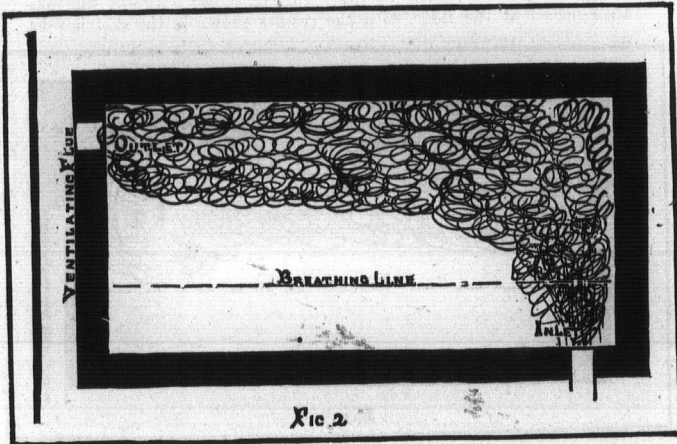


Fig 2

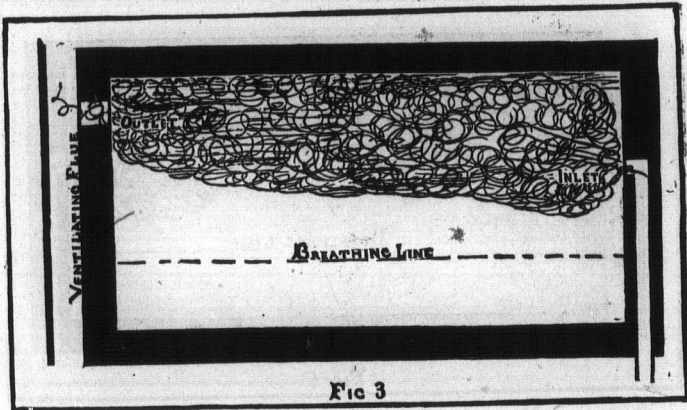


Fig 3

have been at least *twice as large* as the inlets, and that there has always been heat in the outgoing flues to produce a strong up current, as I believe this to be the *only* sure way to produce a constant outward

\* The plates used to illustrate the experiments of Mr. Briggs have been kindly loaned by the Connecticut State Board of Health.

flow of air. In Fig 3, the outgoing flue is in the same position, but the incoming flue has been raised about two-thirds of the way towards the ceiling. In Fig. 4, the flues have been placed on about the same level, but with no better results. In Fig. 5, the outgoing flue has been placed at the floor, with the results shown in the sketch. In

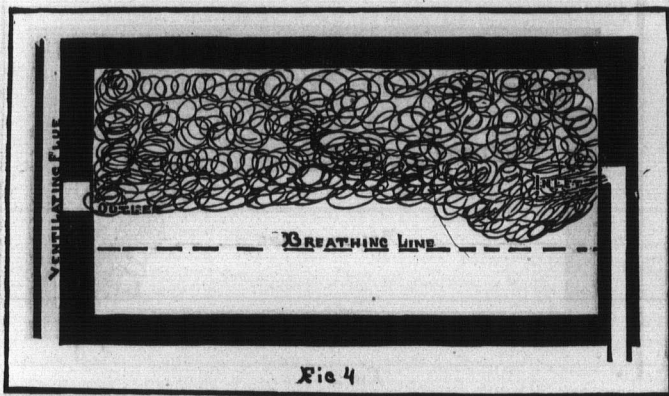


Fig 4

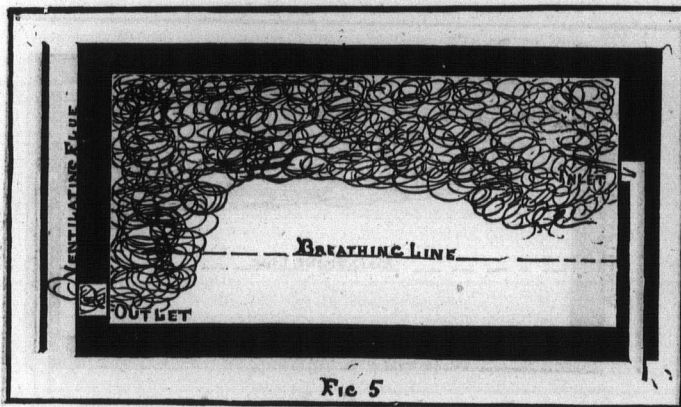


Fig 5

Fig. 6, both flues are at the floor-level, with better results than have yet been obtained, but still far from satisfactory. I have thus tried to show the general action of incoming and outgoing currents of air by the placing of the introduction flues on the outer walls.

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"In the Bridgeport school the coil-boxes for the heating of the

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various rooms have all been placed in the main ventilating shafts in the centre of the building, and the air conveyed from them through these shafts to the rooms by means of metal tubes. The air enters the inner corner of the room about eight feet from the floor, the corner being clipped so as to form a flat surface for the register-opening;

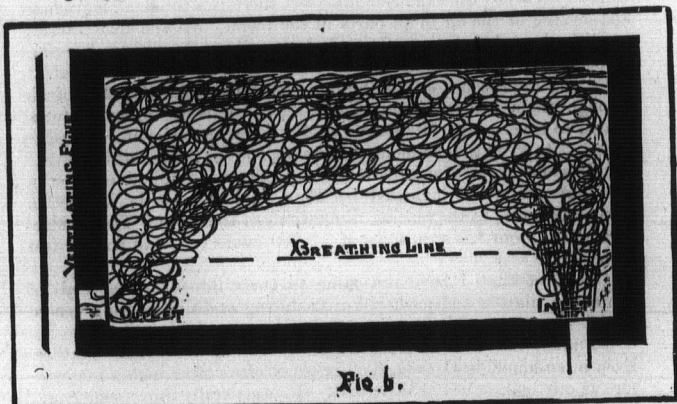


Fig. 6.

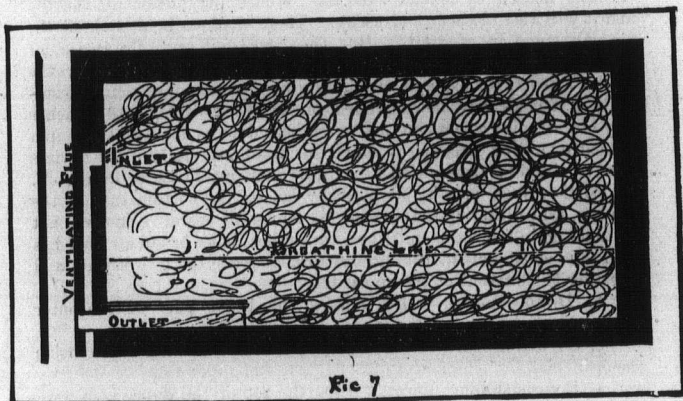


Fig. 7

underneath the register the space is utilized for a closet for the use of the teacher. The outgoing flue has been placed directly under the platform, which is located in the *same corner* as the introduction flue. This platform measures 6' x 12', and is supplied with casters, so that it can be moved at any time it is necessary to clean under it. Its entire lower edge is kept about 4" from the floor, to give a full circu-

lation under it at all points. The action of the incoming air is rapidly upward and outward, stratifying as it goes towards the cooler outer walls, thence flowing down their surfaces to the floor and back across the floor to the outgoing register. By this method all the air entering is made to traverse with a circular motion (see Fig. 7) the entire room, before it reaches the exhaust-shaft, and there is a constant movement and mixing of the air in all parts of the room. All the heat entering is utilized, and I believe that if the supply and exhaust flues are properly balanced as to size, there can be a very small loss of heat.

"The inlets are all intended to be large, and the flow of air through them moderate and steady. The air is not intended to be heated to a very high temperature; the large quantity introduced is expected to keep the thermometer at about 68° at the breathing level."

It seems to me that differences as to the results obtained even in this best plan (that indicated by Fig. 7) might arise in connection with differences in the several dimensions of the room. The Bridgeport schoolroom has a capacity of 13,000 cubic feet, and was 13 feet high.

I regret that I have not time to enter into other methods of winter ventilation and modes of introducing and distributing heated air.

I must now turn to methods of ventilating in warmer weather. Even in summer, in Canada, the air is not often of as high a temperature as our bodies, 98½ Fahrenheit. It is generally much cooler, and becomes heated by contact with us. Hence, put outlets in the top and it will rise to them and away. Then "make a hoal, and all the air will come in of itself." But the "hoal," if not of a particular kind, may sometimes allow the air to blow too directly on the teacher's neck, for example, producing unpleasant consequences, especially if it is already blowing hard out of doors. Hence, the teacher may not despise a few hints as to various devices for breaking up a current of air, or directing it above his head, especially if the devices be of so simple a nature that he can, at once, introduce them himself.

1. One such may be adopted by raising the bottom sash of the window, and filling up the opening by a piece of board. You will not see much gain from this until you remember that a broad air duct has been thus constructed, opening upwards between the two sashes, and directing the current of air upwards.

2. Double panes, with a slit at the lower part of the outer and at the upper part of the inner, will act in the same way.

3. So will a board set in the window frame an inch or so inside the open sash.

4. Boards sloping upwards from the top of the upper sash may be used.

5. Perforated boxes running around the room, and having connection at one or two points with the outside air, may diffuse small streams of "this commodity" from their numerous perforations.

6. Wire screens and other contrivances will be found described in some papers which will find place in our next Annual Report.

The third principle that I laid down,—that the air must be pure,—

it might seem almost superfluous to mention, and yet how often does it happen that the air supplied to our rooms—school-rooms as well as others—is taken from halls (where it has already done its part), from cellars, from dirty yards, and often, in addition, is made to traverse flues containing the accumulated dust and rubbish of months and years. I can point to several public buildings in Toronto where this, and worse, has taken place.

It would be very interesting to describe the various procedures for determining the purity of air and sufficiency of means of ventilation, but time will fail us, and I will merely show you a little portable instrument for recording the velocity of currents of air, and which would be very useful to those charged with the sanitary inspection of schools.

**FIRE ESCAPES AND READY EXIT.**—Before leaving the architectural part of my subject, I should refer to two other closely connected precautions for the saving of life. If I mention the Sunderland disaster, and the fire panic in New York, you will know what I mean. Good broad stairs, doors opening widely outwards, and efficient fire escapes, are some of the requirements needed. In this connection I would desire to allude in terms of commendation to the action of some of our school authorities in exercising the pupils in fire-drill, and would express the hope that this action may become more general, as also the systematic sanitary inspection of schools. A good work in this latter direction has been this year performed by the Medical Health Officer of Toronto, Dr. Canniff.

Closely connected with the subject of pure air in and around school buildings is that of the DISPOSAL OF SEWAGE; but as I have caused to be placed on the platform, a number of copies of a pamphlet on the subject, recently issued by the Provincial Board of Health, I will ask each member of your Association to take one, and read such parts of it as will apply to his own locality. And I would especially call the attention of School Inspectors, Principals, and Trustees to pages 6, 7, and 17. If they will not adopt in full the suggestions there laid down, I would at least ask this: That if they have in the past been so thoughtless as to subject to disgust and inconvenience those who cannot, from motives of sensitiveness, allude to the matter themselves, they will, now that their attention is called to it, provide a remedy, and save in this respect much suffering and seeds of future ailments.

In regard to DRINKING WATER there is not much to be said under the head of School Hygiene that will not equally apply to hygiene in general. One thing, however, the teacher should look after for himself and the pupils, the condition of the filter. Filters are often used for months and even years without a change of their solid contents, except by the addition of a large amount of organic matter retained in the filter, and which becomes a source of danger.

I believe that in very many instances, teachers and other school authorities are doing their best to battle against the spread of CONTAGIOUS DISEASES. And I feel sure that many of you are often annoyed and made anxious by accidentally finding out that some

hidden source of danger has been lurking unknown to you in the midst of your little community. The only remedy for this will be based upon the carrying out of the provisions of the Public Health Act of 1882. By that Act, it is incumbent on every householder, and on every physician under whose charge has come a case of infectious disease, dangerous to the public health, to report the same at once to the health officers. When there is no specially appointed Board of Health, the members of the Municipal Council are the health officers. But many of these latter would not know what to make of it if they found disease reports coming in to them; hence, it is no wonder that the reporting of contagious diseases is largely disregarded. Many of our municipalities are, however, waking up; and in several the law is strictly complied with. The Provincial Board is endeavoring to have a Local Board established for every municipality or group of municipalities, and it trusts that you will lend your educating assistance and influence in that direction.

A greater discrimination should be made by some in regard to the exclusion of persons associated with cases of contagious disease. I have known instances where the brothers of typhoid patients have been excluded from school—a proceeding quite unnecessary; whilst, on the other hand, the brothers of scarlet fever patients, and even the patients themselves, have returned before the peeling off of the skin has been completed. Do not let any person or thing associated with a scarlet fever patient return to the school till you have the certificate of the medical attendant that all necessary conditions and precautions connected with disinfection have obtained.

A few words now regarding **PHYSICAL EXERCISE**: I fear that into the schools the tendency has crept down from the colleges to run athletics mad. I have seen children with weakly organizations tempted by the incentive of a prize to risk their safety in a race or other athletic contest, and I have felt sorry for their little pale faces and fluttering hearts.

I noticed a year or two ago that in the schools of Lindsay the ten minutes' recess was abolished, or to be abolished, and I was very sorry to see it. Oh, what a stock of sprightliness and of fresh, lung-expanding air the pupil can lay in during that ten minutes to carry him through the work of the next hour, and if the teacher can only set aside his dignity for that ten minutes, and mingle in the sports of the boys, it does him good, both in himself and with his boys, for the latter, without losing their respect, find out that the master really has interests in common with them, and was once a boy himself.

In regard to **MENTAL REST AND EXERCISE**, you have more than once listened to your old and eloquent friend Dr. Workman: that is enough said—except this, that I have always less fear of allowing children to occupy and amuse themselves with letters and slate-pencils at their own sweet pleasure, even though it be at an early age, than I have of burdening them with a confusing multitude of studies and long tasks after the commencement of what would be called by some the legitimate school age.

You have in your midst too many warm advocates of the further

extension of the Kindergarten system to need that I should speak of the part it plays in the interchange and combination of mental and physical exercise, rest and recreation.

I believe that DEFECTS IN VISION AND HEARING often get our school children into trouble, whilst, on the other hand, disregard of physiological principles in our schools has much to do with producing such conditions. These, however, have lately been considered in various quarters, as also has the effect which ill-made seats have in producing stooping, contracted chests, and even spinal curvature.

It may be thought by some that the teacher—at any rate, the male teacher—has not much to do with the subject of DRESS. Perhaps this is true, except in one particular, which I shall mention in order to put teachers on their guard. I have seen children very ill, and one at least nearly lose his life, from being caught in a storm and obliged to sit in wet clothes. Sometimes, too, the thoughtless chicks may have been indulging in a good wading time in a neighbouring creek, in order to test a pair of new boots. Will the kindly teacher think it too much trouble to save his or her little pupil's life by an ounce of prevention applied in this direction?

One more point, and I am done. If School Hygiene or hygiene in general is worth anything, why not have it taught more extensively in schools? You may say: "What, after just speaking of the burdensome multitude of subjects at present being learned, or attempted to be learned." In reply I would bring this paper to a close by a quotation from a paper by Prof. Austin, of St. Thomas, which expresses my position on this subject. I may say, in explanation of one remark, that St. Thomas was at that time much exercised over the question of establishing a system of sewerage. Listen, then, to Prof. Austin, himself an instructor of the young:—

"But even should it be known that something now on the school programme would have to be omitted, we do not think this should prove an insuperable objection to the introduction of the instruction and training desired. The branches of the great tree of knowledge have so multiplied in this day of scientific research that an eclectic course of study is a necessity, and the demand of the age is for the practical as distinguished from the theoretical and ornamental. Now what could be more directly and universally practical than the great laws that govern our physical relationships and the rules that should govern us in every-day life? If, then, a selection must be made, why not take the most intensely practical subjects? For of what use, so far as life is concerned, is culturing so highly the mind if the body is too weak to bear the strain and pressure of life's battles? Of what use garnishing the jewels till their resplendent lustre dazzles all beholders, if both casket and jewels so soon are to be thrown into the pit? Why be so anxious to increase the size and value of the cargo, if the vessel is so poorly built that the storms will surely wreck her in mid-ocean? Now we are very much mistaken if this instruction and training for which we plead is not really more practical and important in every-day life than some of the subjects usually found in the curriculum of the school. Let us take, for example, ancient history.

Outside of the professional walks in life, of what practical value is the amount of ancient history usually received at school? Leaving out of consideration the mixture of myth and mystery, of truth and fable, of error and exaggeration usually found on the historic page, can any one for a moment doubt that hygiene and physiology would be of more practical use to nine-tenths of our pupils than this branch of study? The very many questions which ancient history presents for our study and investigation may be interesting enough to the historian and pleasant enough as a pastime, but to us in this practical age are not of as pressing importance as more recent problems. Whether Thebes had a hundred gates, whether Romulus did found Rome, whether Alexander untied or cut the Gordian knot, whether the vision of Constantine was an illusion or a reality, may have been burning questions in the early ages, but after a lapse of a few thousand years they have lost something of their freshness and interest, and hardly arouse as much enthusiasm in St. Thomas as the burning question of the great sewer."

### THE LICENSING OF TEACHERS.

MR. JOHN DEARNESS.

The successful prosecutors of some pursuits are born to their work, those of other pursuits are made for it; but the teacher, to be truly successful, must be dedicated by both nature and art. Qualifications, such as sympathy with child-life, energy or force of character—that peculiar enthusiasm or magnetism that quickens the intellectual and moral natures of those within its influence—are inborn and essential to the successful teacher.

In nearly all civilized countries it is enacted wisely, for obvious reasons, that aspirants to the teaching profession shall prepare themselves to obtain a licence, or certificate, as a pre-requisite to their entrance upon their important work.

I conceive that a perfect system is one that licenses only such of those possessed of the natural qualities of head, heart, and temperament, constituting what is called natural aptitude for teaching, as have acquired competent knowledge, and have learned the Didactic Art.

These principles are theoretically recognized in the system of licensing teachers in vogue in this Province. I attempt to-day to inquire how fully they are applied.

No one in this age can hope to acquire a knowledge of every department of thought and learning, nevertheless one should not pretend to *teach* a subject with which he is unacquainted. I once knew a teacher in a high school not a hundred miles from London, who taught(?) French, of which he was completely ignorant, by directing the class to commit to memory the paragraphs of De Fivas, and to skip the exercises. He literally interpreted by his practice Jacotot's paradox,

"One can teach that which he does not know himself." There is an important truth deeply concealed in this paradox, although I presume that the teaching of French just referred to was mere folly, unless as exercising the memory, it strengthened that faculty—perhaps as good a result as is produced by most of the teaching of French of the present day. A Trustee once asked me to explain what he alleged to be a fact—that the best scholars they had employed in their school proved to be the poorest teachers. I hear some one say, It happened in that case that the worse scholars possessed the better natural qualifications. Not necessarily. The teacher of the limited education may have led his pupil to the entrance of an avenue of knowledge, and bade him enter and walk therein. The pupil made slow progress, but making it by his own mental activities chiefly, that progress was sure. In short, he was not taught, but he was caused to learn. The scholarly teacher, on the other hand, led his pupil through a subject, lifted him over every impediment, relieved him of the trouble of thinking out anything for himself. His pupil has explored the subject as a passenger on an express explores the country through which he travels. Better that the scholar should painfully and slowly make a few discoveries by himself, than that he should be rushed through his course without requiring any exercise of his judgment. The teacher, Payne truly says, can no more think, see, or practice, for his pupil, than he can digest for him. Better that a pupil study under a teacher with limited knowledge, than that he should be merely crammed by a more learned tutor. Infinitely better still if the instructor be perfectly conversant with every ramification of his subject, and uses his wisdom to direct his pupil along its best lines and guards him against idling and useless rambling. Does some one ask—Why waste time arguing that a teacher should be familiar with the subjects he undertakes to teach—a proposition of universal acceptance? If it is universally accepted it is not universally practised. To be convinced of this, compare the curricula for teachers' certificates and the examination papers with the course of studies prescribed to be taught in the Public Schools. Teachers are possibly ignorant of the subjects upon which they are not examined. To what extent is it possible for the teachers of Ontario to be blind leaders of the blind? Some difficulty arises in clearly answering this question, owing to the intricate maze of options through which one has to pick his way. This year many teachers will be licensed whose certificates will show that they have been examined on grammar, literature, composition, spelling, arithmetic, Euclid, botany, history, geography, and French—physiology, including hygiene, and reading. Three of the foregoing subjects are not provided to be taught in the Public Schools, but the law empowers the Trustees to require these same teachers to teach writing, algebra, music, business forms (presumably of book-keeping), elementary physics, and the principles of agriculture. One might expect that teachers' certificates would show their standing in the three "R's" at least; but, strange to say, there is no examination in *writing*, either in the literary, or the so-called professional, examination. No wonder that teachers are fast becoming proverbial for bad

penmanship. The experience of examiners in recent years, as far as I have heard, points the conclusion that, as a rule, subjects not on the curriculum of examination are ignored in the course of preparation. I would be surprised to learn that in any other country teachers may obtain national and life certificates without any knowledge of algebra. This is said without speaking in favor of the particular type of recent algebra papers. Again, by taking a different route among the options, one that many follow, a person may get a Provincial certificate without any knowledge of natural science. In this scientific age our youth may be trained by those whose education is as limited as if they had received it in the middle of the last century. But one more anomaly, not to exhaust the list. To obtain the last-mentioned class of certificates candidates require to secure a minimum of *only twenty per cent.* on the important, fundamental subjects—such as composition, arithmetic, grammar, and spelling; but they must obtain at least thirty per cent. on the additional, ornamental subjects—such as French, Latin, history, or music. "There be those in high places" who should take a course of reading in Spencer, or spend an occasional half-hour in an ordinary rural school. With the greatest respect for the powers that be, I feel that it is about time to retrace our steps, and try to climb again to the position we occupied in respect of licensing teachers before the teachers' examination was wed to the intermediate for better, for worse—the latter it has proved.

The world has been slow to learn that it is one thing to know or even relate a fact, and a very different one to communicate that fact to another, particularly to one of immature years. It has been slower to learn that the teacher has duties far higher and more difficult of performance than the mere communication of knowledge. Ontario has learned these truths, and her theoretical, and, to some extent, practical, recognition of them, places her in high respect with other nations. As an instance, last week at the National Education Convention held at Ocean Grove, General Eaton, the United States Commissioner of Education, paid her this compliment. He said: "Ontario equals any part of the world in its educational provisions, and its Normal School is the best equipped in America." It would be gratifying to learn that our Normal School students entertain as high an opinion of its efficiency as General Eaton does of its equipment.

But to return to our subject. I said that our school law recognizes the existence of a science and an art of education. Here is a recent official declaration of the Honorable the Minister of Education: "The training of every teacher in the best methods of giving the *first lessons* in the subjects of the first four classes of the Public School is *essential*; and since 1877 opportunities for gaining professional instruction, in addition to general education, have been afforded to every candidate through the County Model Schools and the two Provincial Normal Schools. The experience of the last five years has proved the practical success of this principle, which is a distinctive feature, if not a discovery, in our system."

I follow even higher authority on this subject, in stating that "all prominent educators concur in holding that the teacher is the best

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method, as he is in fact the school itself if he be a true teacher. But it would be dangerous to suppose, on that account, that every teacher should be free to invent and follow his own methods. This error will be avoided by those who, on the one hand, are so deeply imbued with the great responsibility of their calling as to feel that the wisdom of the preceding generations of great teachers cannot be neglected, and the methods devised by them should be faithfully studied; and who, on the other hand, fully realize that the most approved methods cannot benefit a teacher who has not mentally so appropriated them as to reproduce them according to his own individuality. The Minister of Education arrives at the same conclusion when he says:—

“While larger educational benefits can be obtained through improved methods of teaching and discipline, yet success and useful results depend mainly upon the teacher and his capacity to teach efficiently the several elementary subjects.”

Now, sir, I submit that while our County Model Schools have done much good—an astonishing amount, considering the small cost—yet six years' experience proves that they fall very far short of perfection. The Model School student does not gain that grasp of methods which enables him to reproduce them according to his own individuality with adaptation to the varying circumstances in which he finds himself placed. The institution of our County Model School is a step in the right direction; still it is but a step on a long road. One of the reasons why it effects so little of lasting benefit is the shortness of the sessions. Just think of it. The acquirement of the principles of a difficult art, and the practice of their application, in one quarter! Young people making a pretence of learning the principles of education, the art of school management, organization and discipline, and the particular methods of teaching a dozen or more different subjects, as well as the common underlying principles—all in three months! Austria, with 120 years' experience of this work, now requires her teachers to spend four years in the training school; and Prussia, the first country in the world to establish Normal Schools, prescribes a three years' course. But we have still more to confess, for our short session of three months is only partly devoted to the study of the science and art of instruction. Can any one tell why the study of reading, elocution, mental arithmetic, school law, and physiology, more than enough to occupy the whole time, should be crowded into that three months? Can these subjects not be as well taught in the High Schools (instead of French, for example) as in the Model School? All the work that can be done outside of the Model School should be done outside of it. Thereby the Model School masters would be less severely taxed, the schools less impeded, and the students less cramped and worried. A most beneficial reform would be to empower County Boards to conduct an examination for admission to their respective Model Schools, at which candidates would be examined on subjects that they may be required to teach, and that they have not taken at the Intermediate, such as reading and writing, and on subjects peculiar to teaching, such as school law. Then those few, precious weeks at the Model School could be earnestly devoted to real profes-

sional work, and not frittered away on youths who have not yet learned reading or mental arithmetic.

In Ontario the tests applied to candidates soliciting licence to teach have respect, first, to age; second, to character; third, knowledge; and fourth, professional qualifications. In some countries, in addition to the foregoing, a certificate from a physician is required attesting soundness of health and constitution, and freedom from chronic disease—a test that would likely have saved or prolonged the lives of some of our fellow-teachers had it been in application here. Of our test regarding age, I have little to say. If any change be made, the minimum age should be increased rather than lessened for those who may take sole charge of a school. In regard to character, our teachers as a class, stand exceptionally high. The experience of the Rev. Mr. Laing, who has recently brought himself in prominent connection with teachers, is in this respect no doubt general. Claiming to have an extensive acquaintance with teachers, he assured the Attorney-General that he knows of no class of the community in whose hands the morals of the children are safer than in the hands of the teachers—male and female. Respecting the third test, knowledge, I have dwelt on the defect that while candidates are examined on subjects which they will not be required to teach (this is no fault unless some more important subjects are in consequence displaced), yet they may, and assuredly will, be called on to teach subjects of which they are ignorant as far as their licensers have the means of knowing. Of the fourth test, professional qualifications, I have pointed out that there is more appearance than reality about the so-called professional training—not that the masters are unable to do their work thoroughly, but that it is impossible for them to do it well under the present circumstances.

And, now, sir, having said thus much on the general principles of our licensing system, I ask your attention for a few minutes to some important details.

It was felt a mischievous feature of the Bill of 1871 that teachers, after taking a third-class certificate, and being allowed, we might say compelled, to teach a time, were thrown out at the end of three years, if they could not then pass the second-class examination. This evil was partly remedied by the permission allowed candidates to continue their studies uninterrupted until the completion of the literary work required for the life certificate. They have much more willingly taken the advanced step required in their professional course—attending the Provincial Normal School after one or two or three years' teaching—than they were to resume study and to go over the whole course required for the second-class certificate of 1871-1877. But now, unfortunately, an ill-advised regulation requiring a teacher to hold a non-professional third for a year before he can write for his non-professional second, launches us back nearly where we were before. It will be found that the large majority of those successful at the non-professional third-class examination, and of the required age, will enter the Model School, get a certificate, teach the three years for which it is valid, and then, unwilling to go over the whole field, with added labor incurred by the usual changes in text-books, will either

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importune County Boards, Inspector, and Minister of Education for an extension, or forsake their calling. Instead of driving men out of the profession or harassing them while in it, they should be encouraged—nay, compelled—to master the minimum amount of literary work required for a life certificate before they enter the profession at all. The grades of the lower certificate should indicate the advancement made in professional excellence, and the higher class of certificate should be awarded for extra effort, literary and professional.

Another principle for which we had contended strongly and successfully has lately suffered a violent wrench. The principle referred to is uniformity in the tests upon which teachers competing for the same situation received their licences. All third-class certificates in the county were given by one Board of Examiners and were uniform; the holders of these were limited in their competition to the schools of their own county. Second and first class certificates were awarded by one Provincial Board; hence, Boards of Trustees knew that the certificates of applicants for vacant situations afforded a guide to their qualifications, since those certificates of the same grade were all awarded on the same standard. But now, alack, third-class certificates are made Provincial, and there are as many standards of third-class certificates as Examining Boards. The holders of these unequal certificates are unjustly all placed on an equal footing. Two teachers, B and C, applied for the same school; C secured it. B's certificate was granted in a county where a thorough final examination is held, and a third of the candidates unable to reach the standard required rejected. C, standing near the foot of the list, came from a county where the scarcity of teachers caused the Board to lower the standard, so that every one passed. An injustice was done to B in placing them equal in respect to certificate, and a manifest injustice to every one of the rejected third in shutting them out of the competition with their equal, C. Who effected the injustice? It was not either of the County Boards; it was the law making third-class certificates Provincial—giving equal value to the attainment of very unequal standards. I adduce one fact that strongly implies disparity in standards at the Model School Examinations. Others could be added if necessary. It may be taken as granted that the students all over the Province are nearly of average ability and attainment taking one county with another. Last year, while at thirty-five of the Model Schools not one student was rejected, at Strathroy, Madoc, and Hamilton one-fifth, and at London one-seventh of all the students were rejected at the final examination. If we cannot get back to the excellent plan of allowing each County Board to be governed by the known wants of its own jurisdiction in the matter of certifying teachers, with the privilege of supplementing a scarcity by endorsement as before, let us, in common justice to our young teachers, make a united effort to secure a uniform standard of examination for all those receiving unlimited licence to teach anywhere in the Province. It is said that one reason of this departure from the wise principle of uniform standards is that the scarcity of the eastern counties might be supplied by the surplus of the western ones. But experience

shows that it has increased the oversupply of the west, without relieving the scarcity in the east. The Inspector of Lanark, an efficient officer, declares that since these young teachers have, *carte-blanche*, to go all over the Province, they are attracted west by the larger salaries, so that he is actually losing more than he is gaining.

At least one-tenth of our schools are held by teachers possessing but *extensions* of third-class certificates, hence it is worth enquiring upon what terms these are granted. It would seem from the number of such extensions granted in different counties that the measure of indulgence enjoyed by holders of expired third-class certificates is variable. In five counties, two east of Toronto and three west, there was an average in each of thirty-five extensions granted last year, while in seventeen other counties, the majority of these east of Toronto, there were less than ten extensions granted. Some inspectors recommend but few extensions, and only in very special or peculiar cases. They argue that the teacher is encouraged to inactivity if he is led to rely on an extension at the expiration of his "third;" second, public interest demands that the teacher should as soon as possible make himself a more efficient instructor by attending the institutions provided by the public for that purpose; and, third, that to grant extensions promiscuously is unjust to those teachers who, too independent, ambitious, or conscientious to crave extensions, sacrifice time and money to qualify themselves more fully for their chosen work; but who, returning, find the schools filled, or salaries reduced, by those who eked out extensions in their absence. Other inspectors make it a rule to recommend extension only when the Trustees' application accompanies that of the teacher. A third class, it is alleged, grant extensions—like Chicago divorces—"to all comers, and no publicity." This statement cannot be quite true, as the Minister of Education does not accede to every request of this kind. Perhaps it was with the view of meting out more even justice in this matter that the plan was devised to require an annual report on each third-class teacher's success, to be made separately by the Trustees and Inspector to the Education Department. In practice the scheme is surrounded with difficulties and objections. Extensions of third-class certificates—the lowest grade—should be granted sparingly, always on some kind of re-examination, and that by the County Boards, as the authorities most conversant with the needs of the county and the peculiar circumstances of each individual case.

There is a class of persons who have excellent natural qualifications for teaching, and who are unable to master the present standard required in mathematics, or some other part of the literary examination, but yet who are known to have a fair English education. There is good reason to grant such, on passing the Model School examination, third-class certificates qualifying them to teach as assistants, but not to take sole charge, or the head mastership of a school.

Only one other point. Provision is made to grant second-class certificates to persons who taught three years prior to August 1877, on their passing the non-professional examination. Now, three years'

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teaching prior to 1877 has not as much average professional value as three years' teaching since that date, because all who have commenced since that time have what advantage there is in the Model School training, yet the latter cannot obtain a second without attendance at the Normal School. Why, then, give the higher value to an inferior article? It is alleged that the discrimination is in justice to the claims of individuals who, if they had passed the second-class examination before August 1877, would not have been required to go to the Normal School. But has not the public claims also? If it be of much benefit to the teacher to attend the Normal School, why not, in the public interest, compel all to attend and adjust the claims, if such are reasonable, of the particular individuals in question, by indemnifying them at the public expense for their loss of time and money? A remedy would be afforded by giving notice that after August, 1884, no discrimination would be made between those who had taught three years prior to 1877, and those who had taught any other three years—that no one seeking a life certificate would be exempt from attendance at the Provincial training institutions for teachers.

To recapitulate my conclusions. 1st. Teachers' certificates should bear evidence that their holders have been examined, at least, in the subjects that they may legally be required to teach in the Public Schools, at the time that such certificates are granted. 2nd. The maximum and minimum values assigned different subjects should to some degree be proportioned to their importance. 3rd. All work not strictly professional, and any other work that can be done as well, or nearly as well, in the High School or elsewhere out of the Model School, should be eliminated from the Model School course. 4th. Intending teachers should be required to accomplish the minimum amount of non-professional work for a life certificate before they are licensed to take sole charge of a school. 5th. Every certificate should be limited to the territorial jurisdiction of the body that grants it. 6th. Extensions should be granted only in exceptional cases, and that by the County Board on some kind of re-examination. 7th. In certain cases certificates might be granted permitting the recipients to be appointed as assistants. And 8th. The immunity from attendance at the Normal School, now enjoyed by those who taught three years prior to August 1877, should cease, at least, after a year's notice to that effect.

As the teacher so is the school. Therefore, to have good schools we must secure good teachers. Good teachers are those who add to their special natural qualifications the necessary literary and professional acquirements. The licence to teach should debar all others from entering the teaching profession. Hence, by perfecting the licensing system and its accessory machinery, our legislators will do as much as in any other way to advance our system of public education to perfection.

## PROFESSIONAL TRAINING OF HIGH SCHOOL TEACHERS.

MR. D. C. M'HENRY.

The reasons given by the Minister of Education and his advisers for the proposed regulations touching this question, are substantially the following :

1. No untrained Public School teacher can any longer obtain even a third class certificate, and the almost universally-accepted principle involved in this law applies to the work of High School teachers as well as to that of Public School teachers.

2. The character of the teaching in many of our High Schools is such that, in the interests of secondary education, a course of preparatory training should be absolutely required of all High School teachers.

We have herein recognized the general principle which underlies all Normal School training, and certain facts urged in support of a measure intended to give practical effect to this principle.

The reports of the High School Inspectors for 1880-81, in referring to this subject, perfectly agree, both as to the general principle above stated, and the alleged character of the teaching in our High Schools. The Inspectors, for example, agree in such statements as these :—

"Teachers *naturally* gifted (*i.e.*, who need no training) are found only now and then in a generation. Therefore, as a rule, training is necessary."

"A university degree is no guarantee of ability to teach."

"The elements of true manhood are developed only by the personal contact and influence of *the true teacher* upon the scholar."

"Public School teachers now receive their training and ideas from the teachers in High Schools. The latter should therefore be trained for their work."

"Young teachers are sure to follow hurtful methods, and become good only after a succession of experiments and failures."

"The supply of skilled teaching in the High Schools of Ontario is not equal to the demand."

"There are many who, from lack of training, are unable to do work of a really high character."

"Misdirected energy, faulty discipline, empirical, capricious and changeful methods, waste of time, neglect of foundation work, hazy and pointless and inconsequential presentation of subject-matter, may be specified as among the most prominent faults in those who have not made the art of teaching a distinct study."

The Inspectors, in accordance with the principle referred to, and in view of the facts cited, urge upon the Minister the necessity of at once providing the means whereby an improved state of things may be brought about.

The Minister admits the force of these representations, their

suggestions meet his approval, and, after due consideration, he takes steps to give them practical effect. The first definite proposal is to utilize Upper Canada College for the purposes of a Model High School. This idea is apparently abandoned, and, instead, it is proposed to establish at the Education Department, Toronto, a course of lectures on professional subjects for first class teachers and High School masters. A Regulation is framed accordingly, and, in July, 1882, is approved by Order in Council. This Regulation, however, is subsequently suspended, "the reasons for which have not yet been officially stated.

The question evidently has not reached a definite settlement, and hence it may not be deemed inappropriate for us to discuss it, and, if it be thought advisable, formulate our views thereon.

Before expressing an opinion myself, or leaving the question with you for discussion, it may be well to notice some of the objections urged against the Regulation. For convenience they may be classified as follows:—

I. Objections offered professedly in the interests of those who are usually appointed assistant masters in High Schools; for example—

(a) "This Regulation would prove a serious obstacle to many desiring young men, and prevent their ever taking a university degree. Many of these work their way through college by teaching in High Schools for a year or two; and it would unreasonably interfere with their course to require them to spend the additional time necessary to take a special course at the Education Department or Normal School."

(b) "It would be rather lowering to university graduates to have to attend a Normal School after going through college, and take up a course intended for Public School teachers."

II. Objections which in effect condemn Normal School methods as essentially defective:—

(a) "The training which is proposed would not be materially beneficial. Necessarily formal and mechanical, the course would tend to produce a *dead uniformity* in our High School teaching."

(b) "It will also fail to furnish these young men with that inspiration for their work which they can receive by associating with their college professors. In the latter case 'the contact of mind with mind' will supply both a knowledge of the subjects to be taught, and that superior inspiration which will qualify them to impart the knowledge to others."

(c) "These young men do not really require such a course, for they have already been associated, not only with college professors, but previously with High School masters, whose methods they have observed."

(d) "Some of our best High School masters never attended a Normal School."

(e) "If a High School is furnished with a first-rate teacher as head master, there need be very little importance attached to the skilled acquirements of his assistants."

III. Objections which arise evidently from a fear lest graduates and undergraduates of denominational colleges may be required to attend lectures on certain subjects in Toronto University.

Now, if it can be shown that the objections of either class are valid, the proposal of the Minister could not and ought not to be favourably received. If the real interests of High School masters are to be sacrificed; if the principles commonly supposed to underlie normal methods are radically defective; or if the Regulation can be shown to operate solely in the interests of *one* university, then, of course, it should be opposed by every High School teacher—in fact, by every educationist in the country.

If, on the other hand, it be found that the proposed Regulation will really benefit these teachers, by greatly improving the character of their teaching; if the friends of the measure can satisfy us that the special course will give a thorough training in the theory and practice of teaching, in harmony with the generally-accepted principles of good Normal Schools; and, if the outlying universities are assured that their interests are in no way to be interfered with—no true friend of education, certainly no intelligent teacher, will be found to oppose the measure.

After carefully examining the question, I am of opinion that the reasons assigned for introducing this Regulation are such as fully to warrant the Minister in requiring a suitable professional training of all who teach in High Schools, as in the case of those who teach in Public Schools; that most, if not all of the objections enumerated can be satisfactorily answered; and that we, as a section, after full and fair discussion, will conclude that at least the principle on which the Regulation is based is indisputably correct.

Taking these objections in order, permit me briefly to refer to each of them.

I. In the *first* class may be placed about the only form of opposition that has appeared in the newspapers—a defence of the supposed interests of those who are or are to be masters in our High Schools. And the sole plea for perpetuating the existing state of things is, in effect, that by the new rule an old and well-worn stepping-stone to other callings is likely to be removed, or rendered less accessible. The question of paramount importance, how we can best secure the highest attainable efficiency in our High Schools, is almost entirely overlooked in the plea for those whose quiet enjoyment of a special privilege is likely to be disturbed. I think it can be shown that some such Regulation as the one proposed would ultimately benefit not only the High Schools, but also the temporary teachers in these schools.

That well trained, experienced teachers are preferable to novices in any class of schools, no one can doubt. As Goldwin Smith remarks, "Of all matters, public education most needs stability, and shrinks most from the touch of 'prentice hands.'" To object to a Regulation which aims at gradually displacing inexperienced teachers and filling their places with well-trained teachers, appears to put a premium on mediocrity and inefficiency, and to regard the temporary advantage of certain individuals as of greater importance than the

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status of our secondary schools. In other words, to say that we *cannot* greatly improve in our teaching, would indicate on our part great ignorance of what good teaching is, and of the actual state of our schools at the present time. To admit that we *can* improve in our teaching, and yet to oppose a measure which will soon provide a supply of good teachers, indicates a deplorable lack of interest in higher education, if not a willingness to sacrifice *the school* for the sake of *the teacher*.

I think it devolves upon those who are opposed to any change to show that, contrary to the united testimony of the Inspectors, the teaching in our High Schools is, on the whole, satisfactory; and that if the two hundred and thirty assistant teachers now employed (to say nothing of Head Masters) had *all* received a good professional training, the work would not be of a much higher order. I say it devolves upon such objectors to show cause; for, from what we know of the work of well-trained Public School teachers, we have a right to assume, what every true educationist will admit, that well-trained High School teachers would produce results far superior to those of novices, many of whom begin their experimenting on High School classes.

But if it be admitted that the interests of our High Schools would be promoted by employing in them none but those who are proved capable of properly doing the work required, then it simply becomes a question of High School interests *versus* the personal interests of inexperienced temporary teachers.

I submit, however, that to leave the masterships of our High School's accessible to inexperienced and therefore comparatively inefficient persons, merely because they desire to work their way through college, or for any similar reason, is both unreasonable and unjustifiable.

Surely no one will contend that those who frame our school laws can be expected to provide temporary employment for any class of persons, if it can be shown that by so doing they are imperilling the educational interests of the country.

Why not distribute the operations of this transitory, temporary system of experimenting over all the leading professions? Is there any good reason why an inexperienced person should be permitted to minister to the wants of a child's *mind* in its education, and prevented from administering to the wants of its *body* in case of disease? We do not find our Medical Council and Law Society charged with heartlessly "throwing obstacles in the way of young men," because they require a certain amount of *experience* in all whom they allow to practise. It appears to be left to the teacher's occupation to supply the means which in many cases ought to be obtained from such other employments as can safely be undertaken with little or no preparatory training.

The great fallacy lies in assuming that the teaching profession is a common thoroughfare along which any person may pass, with no other preparation than a knowledge of the subjects to be taught. Under such circumstances, "The teacher gains access to the sanctuary of the mind without difficulty, and the most tender interests for both worlds

are entrusted to his guidance, even when he makes pretension to no higher motive than that of filling up a few months of time not otherwise appropriated, and to no qualifications but those attained by accident."

Why it should be considered an improper thing for a university graduate to spend a few weeks with First Class Candidates in a special course at the Education Department, is not easy to understand. Possibly some misapprehension exists in regard to what is actually intended. Some there are who suppose that the Regulation requires attendance for a full session on lectures by Toronto Normal School teachers; others, that a few dry lectures by specialists are to be given, without any practical work. The announcement of fuller particulars will no doubt remove such apprehensions and make it clear to every young graduate worthy to teach in a High School that the course proposed, instead of humiliating him, will rather tend to confer upon him that dignity which is felt only by those conscious of being fairly prepared for their work.

I can, therefore, see nothing unkind or unjust to our young men in the course proposed. Those intending to make teaching their life-work will not be slow to avail themselves of the advantages arising from a good preparatory course of professional training; and it is but just that those who merely desire to make the position a stepping-stone to some other calling be required also to fit themselves for discharging the high trust they thus undertake to fulfil.

If there is any injustice at all, it lies in the injury done to *permanent* teachers by persons who press into ranks already full, thereby cutting down salaries and displacing men who, in view of teaching as a life-work, have duly prepared for it. I would suggest that if "obstacles could be thrown in the way" of some young men at *this point*, it would be only an act of justice to many honest toilers in our schools, who, by reason of such supplanters, "stand in jeopardy every hour."

I contend, moreover, that the Regulation, instead of operating against temporary teachers, would ultimately benefit them. Those who thus make one position a step to another very naturally have constantly before them their future calling. To fit themselves for their life-work, they employ their best energies; their special studies lie in this path; while temporary employment often degenerates into formal routine, destitute of high motive or real enthusiasm. In fact no one can long occupy such a position without convincing proof of inefficiency—not necessarily a want of knowledge of the subjects taught, but inability properly to impart this knowledge to others. To this may be added the difficulties in government and discipline which usually beset all beginners. This it is which I think must prove anything but helpful to preparing for other work. As compared with an assurance of success, this feeling of failure is very depressing to any young man of spirit, and must unfit him for calmly pursuing his course of private reading. On the other hand, success in temporary employment leads to success in future fields of labor. Hence I say that if everyone wishing thus to spend one or two years

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in High School teaching were first to learn the practical details of his work, he would reap the benefit not only while teaching, but also when exclusively devoted to his chosen vocation.

It seems but fair, then, to all concerned, that a special course of professional training form an essential part of the outfit of all our teachers.

All this may be said, and is intended, without generally condemning the work now done by temporary teachers; but when, to the concurrent testimony of the Inspectors and the opinions of many experienced Head Masters, we add the frank admission of a large proportion of these young men themselves, I think we must conclude that under the present system, in case of inexperienced teachers, comparative inefficiency is the rule, and first-class teaching the exception.

II. To discuss fully the *second* class of objections would open up questions of extent quite beyond our present limits. These objections, briefly stated, are: *Teaching cannot be taught*; there is no *philosophy* of teaching; no such thing as a *science* of education. This antiquated notion is less frequently entertained now than before the relative superiority of well-trained teachers was fully established. It is now generally admitted that, while teachers who have not been normally trained reach their level—stop growing—on an average at the end of three years of service, good Normal School teachers continue to improve throughout their entire career. Can any one give a good reason why such should not be the case? The fact is now *practically recognized* in all countries that rank high in popular education. The precedent found in Germany, with her forty or fifty lectures on Pedagogy and Didactics each semester, by university professors; the examples furnished in universities of Great Britain, suggestive and encouraging results in France, Italy, Austria, Switzerland, the United States, and elsewhere, ought surely to dispel any doubts which exist in regard to the increasing importance attached to skilled labor in education.

I do not share in the fear lest a *dead uniformity* be the result. The condition most to be feared is a *lifeless mediocrity* resulting from the aimless, desultory experimenting of novices, left free to invent their own methods. Intelligent, well-trained teachers may adopt similar methods of treating given subjects, and yet have scope for originality. They are not necessarily servile imitators; but, mentally appropriating the principles of a good system, retaining meanwhile their own personality, they reproduce them in their own way. That is, the adoption of scientific principles in teaching need not conflict with a judicious employment of original methods.

The *untrained* teacher, on the other hand, not having been taught at the outset *how to avail himself of the practical experience of the best educators*, must blindly follow his own empirical methods, with those results which are admittedly characteristic of the average beginner.

Let us welcome, then, any measure that will lift our teaching wholly from this condition of empiricism, and give it a settled scientific status. Not until this take place will our work rise to the dignity of a profession, nor will teachers receive the consideration which appertains to the professional character.

Whether the average college professor will impart enthusiasm to be compared in kind or degree with that which may be created by persons likely to be selected for the special course proposed, is very questionable indeed. Besides, at present many become High School teachers without ever entering college, and a large proportion of our assistant masters first accepted their positions when *under-graduates*. It should not be forgotten, moreover, that any assistance received by those who do attend college is altogether incidental, since no provision is made in our universities for lectures on Pedagogics, such as are given at Harvard, etc., to say nothing of German and other European universities. If such chairs were established, well-directed enthusiasm there received would count for something. At present, however, it is to be feared that our universities furnish no superabundance of helpful inspiration. Professors are supposed to be interested in their several departments, and students in whatever will aid them in their course. But to suppose that by a few hours' intercourse per week with an enthusiast in Classics or Science, a student will unconsciously absorb anything that will re-appear to aid him on the occasion of his first facing a class in a High School, is in the highest degree unwarrantable. What young men get from such professors, in addition to an acquaintance with the subject, is at most a love for study; possibly an ambition for a post-graduate course. What they need, as prospective teachers, but do not get, is practical instruction in the best methods of imparting knowledge. For a young teacher to attempt to imitate his professor's usual style of lecture, however good in its place, would indicate a serious want of tact and power of adaptation. Some conspicuous failures may be traced to this practice of half-unconsciously imitating a style inappropriate to High School work. And it is as unreasonable to hold college professors responsible for the early efforts of such graduates, as it is to claim for them the requisite ability to supply our High Schools with teachers *who can teach*, without first being *trained*.

Then it is said that our graduates and undergraduate, when preparing for college, had ample opportunity in High Schools to see how classes are there conducted. Granted; but who can guarantee that the young men who this year, for example, entered our colleges, have been taught by methods which it is desirable to perpetuate? Those most familiar with our teaching as a whole, while giving high rank to many teachers, are frank enough to condemn in unmistakable terms the work of many others. Besides, as our more experienced teachers drop out of the ranks, and their places are in this manner supplied by inexperienced men, it is easy to see what the average teacher will be a few years hence—certainly not an improvement on the present. Is this result desirable? Would we apply such a rule to Public Schools? Why not? Public School teachers, too, are now prepared in High Schools. Why trouble *them* with a professional course? Are the subjects of the High School curriculum of less importance than that of the Public Schools? Or are we to believe that the principles which lie at the basis of all successful teaching in elementary work may be disregarded in advanced subjects?

It may be a somewhat humiliating admission, but I candidly believe that the average teaching in our leading town and city Public Schools is superior (in methods employed) to that in many High Schools. The inference is quite natural, that as these Public Schools have advanced from the position they occupied ten years ago when many of them were in the hands of untrained teachers, so in like manner would the teaching of our High Schools advance, if none but experienced teachers taught in them. And this is precisely the result sought by the Regulation we are considering.

Doubtless some will say that we have many excellent teachers who have never received a professional training of any kind. This no one can deny; but they have risen to eminence only after years of experimenting, whereas, if previously trained, they would have much sooner attained this eminence, and avoided the more serious errors characteristic of such experimenting. The children upon whom their early trials were made are children no longer; they are beyond the reach of those who would now be glad to correct the mistakes of early teachings. They have gone forth, too many, alas! to bear for life the impress left by unskilled hands. Every honest teacher, in thoughtful moments, with the scenes of his first efforts and facts, such as I have referred to, before his mind, cannot fail to find cause for serious reflection. And the question arises, cannot this first chapter be omitted hereafter? Why not have this *trial-teaching* at a time when such errors can be detected, criticized, and corrected?

Specific training is as much needed for teachers as for physicians. Careful preparation and varied experience are as valuable in the school-room as in the sick-room; and he who knowingly employs an incompetent person in the first case cannot consistently refuse to do so in the second. Let us, therefore, do all in our power to give proper form and full effect to any measure which will likely place well-trained teachers in every High School in Ontario.

The proposal to apprentice untried assistants to Head Masters is absurd. To begin with, Head Masters have enough to attend to, without nursing a number of inexperienced teachers, even supposing the former capable of the task, and the latter of a teachable spirit. There are schools where for years some such plan has prevailed. They have been made a kind of practising-ground for raw recruits; who put in their experimenting drill for two or three years, and then retire, to make room for a new set. Inspectors may complain of frequent changes of teachers; parents may protest against the unsettled and disturbing character of the teaching; trustees may grow impatient of being called on to accept resignations and make appointments; and the Head Masters, the drill-sergeants even, may grow weary and disheartened under special burdens; but, until the door is closed to untrained teachers, the solemn farce will continue. Who can suggest any other remedy? Young men who have not taught must learn how to teach, in some way, either after they are appointed assistants, or before. In the name of common sense, why not *before*—imperatively before?

The blundering of substitutes for regular telegraph operators is

amusing and insignificant, compared with the operations of educational empirics. The former they rectify by "repeats," but repetition with the latter generally repeats the mischief. No; instead of making Head Masters responsible for the troubles and failures of inefficient assistants, let these come to their classes prepared like men to do their work efficiently and bear their own responsibilities.

#### THE COURSE OF TRAINING REQUIRED.

Since we have our County Model Schools and Provincial Normal Schools, if a Model High School could be established, it would give symmetry to the system. This was Dr. Ryerson's idea over twenty years ago. The nearest approach to it was the proposal to utilize Upper Canada College for the purpose. In favour of a Model High School much might be said. Theoretically, it is just what is needed. With a carefully-selected staff of teachers, a good supply of pupils, a central locality, suitable accommodations, and a liberal endowment, such a school ought to prove successful; provided, of course, that it be made the one entrance through which all must pass who begin to teach in High Schools. That there are practical difficulties in the way is not disputed; that they are insuperable perhaps few are prepared to believe.

If Upper Canada College could be transformed into such a school—not merely utilized for the purpose—it would have the two-fold advantage of furnishing an acceptable *raison d'être* for the continued existence of that institution, and, on the score of economy, of rendering unnecessary the erection of new buildings. Probably such a transformation was not intended by the Minister of Education in his proposal. At all events, this plan is now laid aside for the recent Regulation—a course of lectures on professional subjects at the Education Department.

This enterprise seems to be waiting, like many others, until "the requisite funds are supplied by the Legislative Assembly." It is to be regretted that fuller information has not been furnished concerning this proposed special session. Much prejudice might have been prevented, and general confidence gained for the proposal. As it is, we are left mostly to conjecture, and can only pronounce opinion conditionally. I think to be acceptable the scheme should at least meet the following requirements:—1. A thoroughly efficient staff of lecturers; 2. Professional course (theory) to be supplemented by practical work with classes in certain High School subjects; 3. A thorough test in theory and practice, before granting diplomas; 4. No direct connection with any university; 5. Such a gradual enforcement of the Regulation as will cause no inconvenience to present teachers. Some such arrangement would doubtless command the confidence of teachers, and soon win its way to general favour.

Whatever plan may be adopted, the training required pre-supposes academic training and builds upon it. If it be found that this order cannot be observed, the literary and the professional preparation may go hand in hand, following the German method, where lectures on Pedagogy and Didactics are delivered in certain universities, some-

times by professors who have made these subjects an exclusive specialty; in most cases, however, by lecturers on philosophy, who adopt this method of giving variety to their work. In several of the English universities courses of lectures are given by able men on special aspects of the subject, and one or two permanent professorships have been established. In France and Italy also such lectures are given; coming nearer home, we find them at Harvard, Ann Arbor, and other American universities. Nor should this be thought strange, for a university is historically a teacher of teachers, as the old title "doctor" plainly indicates. If, therefore, a Model School cannot be established, and if the special course be found inadequate, we can at least have theoretical Pedagogy or Didactics well taught in our universities. At present they furnish nothing sufficiently definite to meet this want, though the necessity for such a provision has been admitted. Probably the only obstacles would be the difficulty of securing suitable men as regular lecturers, and the lack of funds to pay them.

Such a lecturer should himself be an experienced teacher, thoroughly familiar with our school system. He should also have seen and studied with care the best schools of various grades in other lands; be competent clearly to impart a knowledge of the history of education, and show a perfect familiarity with Ethics and Psychology. This at least would be expected in an ideal lecturer—one not content with dealing in dry platitudes, dignifying commonplaces, distilling his own mediocrity and reproducing it in his students. It is hardly necessary that he be imported from abroad, to give imaginary *prestige* to the position. It would say very little for the past forty years educational work in Ontario if it were necessary to entrust the training of our High School teachers to men who would naturally conform to English standards; or those who would urge upon us the acceptance of Teutonic ideas, under the impelling motive that all wisdom will surely die with that singularly gifted people. Nor could a lecturer rigidly cast in *any* foreign mould readily adapt himself to the situation. That desirable men could be secured is not improbable. As soon as the real necessity for this special talent is apparent, no doubt both *men* and *means* will be forthcoming.

To the collegiate method of training teachers there is the one serious objection, that it would furnish no *practical* instruction, unless each university could make local arrangements to meet this want. If Toronto University were to establish such a chair, and if all desiring to qualify as High School teachers were compelled to attend lectures there, the other universities would have just ground of complaint. If, however, the Government were to prescribe in general terms a course of professional work for High School teachers, leaving it optional with the other colleges thus to supply their students also with the requisite instruction, no unfairness would appear.

The desire of these colleges to provide for their own men would soon suggest a way to meet the emergency. Then, as now, a healthy emulation would exist in turning out competent candidates for masterships. Some common test could be applied to all, and all

receive final recognition by a Departmental certificate. Among the advantages of this plan would be—(1) The broadening and popularizing of our university curricula; (2) Comparative inexpensiveness to the country; (3) Rendering unnecessary any sweeping changes in our present system.

The universities ought to be deeply interested in any plan for giving increased efficiency to our High School teachers. The kind of preparation matriculants receive largely determines both the work that must be done for them at college, and their final standing at graduation.

Conversely, the graduates sent back to the High Schools as teachers either reflect honour or bring discredit on the colleges that sent them.

It is to be hoped that this interaction is not being lost sight of by our university senates.

Since we, as a section, have taken up this important subject, our opinion will be looked for, both on the general question and the several plans proposed. That we shall express our sympathy with the object sought to be obtained, I have no doubt. I trust that our suggestions as to the means by which increased efficiency shall be made hereafter to characterize even the youngest teacher in our High Schools, may be marked by wisdom and unselfish devotion to our calling.

It was moved by Mr. McHenry, and seconded by Mr. Merchant, "That, in the opinion of this section, the interests of secondary education in Ontario would be greatly promoted if a suitable theoretical and practical course of professional training were provided for and required of all our High School teachers."—Carried.

### SPELLING REFORM.\*

MR. WM. HOUSTON.

WHILE all classes of people are interested in the simplification of our English spelling, it seems to me that teachers are more deeply interested than any other class in the removal of those irregularities which make so difficult the task of teaching children to read and spell. Not only is what would otherwise be easy and pleasant work converted by our anomalous spelling into the most wearisome and exhausting

\* The above address was delivered purely extempore, and as I have neither a verbatim report nor extensive notes, I make no pretense to anything like accuracy in reproducing it. I have availed myself of this opportunity to add, partly in the text and partly in foot-notes, some remarks of an expository or illustrative character, which want of time prevented me from making to the Convention. I have also, with the consent of the Secretary, in the preparation of this address for publication, applied some of the rules of spelling adopted by the English and American Philological and Spelling Reform Associations.



drudgery for both teacher and pupil, but much time is wasted in teaching and learning to read and spell which might be profitably devoted to the acquisition of the knowledge to which ability to read is only the key. Life is too short to justify the throwing away of its best years in needless toil. My own observations as a teacher, and the reported observations of others whose experience has been more extensive than mine, have convinced me that up to the end of the second book from one-third to one-half of all the school time of both teacher and pupil is not merely spent but wasted in imparting and acquiring even a moderate degree of facility in reading. It would surely be better for both if by an improved system of spelling less time could be made to suffice for learning to read in order that more might be devoted to other forms of school work.

I need not dwell here on the causes of the defects in English spelling. The latter are primarily due to the fact that while we use in our spoken language over 40 distinct elementary sounds, we use in our written language only 26 distinct marks or letters to represent these sounds. To aggravate the trouble, three of these letters, c, q, and x, are superfluous,\* so that we have really only 23 effective letters. To make our alphabet perfect, therefore, we should have at least 17 additional letters. The place of these is supplied in our present spelling by orthographical expedients, such as digraphs, trigraphs, silent letters, etc.; but we make confusion worse confounded by using these expedients inconsistently. Very few examples will suffice. The combination "ough," for instance, is used to represent nine different sounds; "ou" for four sounds; "ea" for six; "ei" for four, and "so on.† On the other hand, the so-called long sound of "a" is represented by five different combinations, as in "wait," "weight," "great," "they," and "say;" the long sound of "u" by five, as in "issue," "view," "beauty," "nuisance," and "new;" the long sound of "o" by twelve, as in "Oh!" "owe," "floor," "boat," "toe," "yeoman," "soul," "sow," "sew," "note," "beau," and "hautboy;" the short sound of "i" by thirteen; short "e" by twelve; long "e" by eleven; short "u" by thirteen, and so on.‡

\* One sound of c is the same as that of k, the other is the same as that of s. The single letter x is exactly equivalent to the digraph ks, and q before u is the equivalent of k before w.

† The nine sounds of "ough" are found in the words, "bough," "borough," "cough," "enough," "hough," "hiocough," "though," "through," and "thorough;" the four sounds of "ou" in "tourist," "poultry," "county," and "country;" the six sounds of "ea" in "seam," "steak," "earth," "hearth," "bread," and "yea;" and the four sounds of "ei" in "conceive," "height," "vein," and "heifer."

‡ Prof. Meiklejohn, of St. Andrew's University, has, in his little treatise on "The Problem of Teaching to Read," some striking remarks on the irregularity of English spelling. Amongst other things he says:—

"The work done by the letter 'e' is, perhaps, the most remarkable instance in our language of a union in one letter of real work with superfluous busy-bodiness. There is (1) its usual work before consonants, as in 'wet' and 'went'; (2) its use to lengthen the preceding vowel, as in 'mate'; (3) the doubling of itself to make its own long sound, as in 'feed'; (4) its combination with 'a' for the opposite purpose, as in 'meat'; (5) its combination with 'a' for the opposite pur-

Various remedies have been proposed with a view to lessening the evils due to our irregular spelling, but they may all be grouped under the three following descriptions:—

1. The use of an entirely new and perfect alphabet.
2. The addition to our present alphabet of a sufficient number of new characters, and the more consistent use of all the letters both old and new; and
3. The removal of as many as possible of those irregularities which can be removed without any change in either the form or the number of our alphabetical marks.

A moment's consideration will satisfy any one that these three methods are not mutually antagonistic. In point of fact, they are but different stages in one grand reform which will, sooner or later, be accomplished. Written language is but the dress of spoken language, and ought to be made to conform to it. Distorting or squeezing the body to make it fit a special form of garment would be just as reasonable as is the effort to fit an audible language, made up of more than 40 elementary sounds, to a visible dress made up of only 23 conventional marks. In a perfect alphabet each sound should have only one mark to represent it; no mark should ever represent any sound but its own; similar sounds should be represented by similar marks;\* and all the marks used should be as simple in form as the necessity for rapidly discriminating between them will allow. Our present assortment of letters cannot boast of possessing a single one of these indispensable characteristics of a perfect alphabet, and, as we have already seen, we are extremely capricious even in our use of the orthographical expedients by means of which we supplement our defective system of marks. Those who are acquainted with the fonographic alphabets in ordinary use will see that every one of them complies with the above requirements, and is, therefore, as nearly perfect as possible.

My present object is not, however, to advocate the substitution of a purely fonographic alphabet for the one we have now in use. I

pose, as in 'bread'; (6) its coming after 'i' to make a long sound, as in 'pie'; (7) its coming before 'i' for the same purpose, as in 'eider'; (8) its combination with 'i' for a quite different purpose, as in 'piece'; (9) its combination with 'i' to make its own long sound, as in 'receive'; (10) its going before 'w' to make a long 'u' sound, as in 'few'; (11) its going after 'u' for the same purpose, as in 'due'; (12) its going after 'u' to make a quite different sound, as in 'true'; (13) its following 'o' to make a long 'o', as in 'foe'; (14) its preceding 'o' for the very same purpose, as in 'yeoman'; (15) its combination with 'y' to make a long 'a' sound, as in 'they'; (16) its combination with 'y' for no purpose at all, as in 'money'; (17) its combination with 'i' to make a long 'a' sound, as in 'veil'; (18) its combination with 'i' to make its own short sound, as in 'heifer'; (19) its appearance at the end of a word with no purpose at all, as in 'couple'; (20) its combination with 'd' with no purpose, as in 'walked.'

\* There is a close resemblance between the pairs of simple sounds represented respectively by t and d, p and b, f and v, ch and j, k and g hard, s and z, sh and zh, th soft and th hard, but there is no attempt at similarity in the above pairs of marks. It is a mere matter of convenience whether we use one kind of mark or another to represent the sound or t, but if we use a short upright stroke for this purpose it is a matter of great convenience to use a similar stroke to represent the sound of d, discriminating between them by making one light and the other heavy. The same remark applies to the other pairs of simple sounds referred to.

believe that reform will yet be accomplished, but not at an early day. It would be accomplished much more easily and rapidly if fonographic writers would only co-operate with each other in bringing it about, instead of segregating themselves into sects or factions which are not merely the rivals but the acrimonious depreciators of each other. Lapses of time and the survival of the fittest must be trusted to bring about the solution of a problem which fonographers have in their own hands the means of solving if they choose to make use of them: Neither is it my purpose to advocate any enlargement of our present alphabet by the addition of new marks analogous in form to the letters we have. The presence of from 17 to 20 new characters would be in itself very confusing, and it would be a very insufficient remedy unless we could eliminate all the irregularities due to the inconsistent use of our present signs, whether single letters or combinations. The scheme of spelling reform which I propose is covered by the third of the above descriptions, and my present object is to show by a variety of illustrations that a vast number of glaring anomalies may be removed, and our spelling greatly simplified without either creating any considerable amount of confusion or obscuring the derivation of words. The most formidable objection to spelling reform in the eyes of scholars is the etymological one, and I am not disposed to make light of it. On the contrary, I propose to meet the conservative philologist on his own ground, and prove to him that he is bound by his own science to become to some extent a spelling reformer. It is only a question of whether to draw the line, and that is a matter to be determined by general agreement, just as our present modes of spelling are determined.

Those who believe in the desirability and expediency of spelling reform are frequently met with the taunt: "Why do you not practise for yourselves what you profess to believe? You affirm your rite to reform your own spelling; go on, then, and do it, leaving others to follow your example or not as they see fit."

My reply is two-fold. In the first place, as spelling reform is a matter of mere expedience, and not of moral principle, we have a rite to choose our own time for reducing our views to practise. I freely admit the obligation resting on each of us not to postpone the performance of a duty; but when we are working for an object that has no element of morality in it, we are free to adopt the course of action which seems most likely to be effectual in realising it. And this brings me to the second answer to the challenge above referred to. Any one who chooses to consider the matter for a moment cannot fail to see that isolated action is not the most effective means of securing a general alteration in a practise that is purely conventional. Were each of us to set about the improvement of his own methods of spelling words, the result would be greater confusion than we have at present. What we are striving for is a general agreement on the part of educated men and women to practise certain specified changes. We want this agreement to be the result of a general conviction that the proposed changes would be improvements, and to be assented to by the majority before an attempt is made to carry it into practical effect.

As spelling is purely conventional the forms adopted by the majority must be regarded as the correct ones, quite irrespective of other filological or fonetic considerations.

For these reasons the advocates of spelling reform have adopted the plan of concerted action in their propaganda, and with great success. They have formed themselves into associations\* which have for their object the dissemination of information and the discussion of methods, and the most recent result of this concerted action is the adoption by all the English and American societies of a considerable number of rules, the general application of which would greatly simplify spelling, lighten the toil of the teacher, and facilitate the progress of those who are learning to read. These rules were at first few in number, as the spelling reformers were themselves greatly divided in opinion; but the list of accepted improvements was enlarged from time to time, until it includes the following proposed changes, which are given as reported by Prof. March at a recent meeting of the "American Philological Association:—

1. e.—Drop silent e when fonetically useless, as in live, vineyard, believe, bronze, single, engine, granite, eaten, rained, etc.
2. ea.—Drop a from ea having the short sound of e, as in feather, leather, jealous, etc.; drop e from ea having the sound of a, as in heart, hearken.
3. eau.—For beauty use the old beuty.
4. eo.—Drop o from eo having the short sound of e, as in jeopardy, leopard; for yeoman write yoman.
5. i.—Drop i out of parliament.
6. o.—For o having the short sound of u in but, write u in above (abuv), dozen, some (sum), tongue (tung), and the like; for women restore wimen.
7. ou.—Drop o from ou having the short sound of u, as in journal, nourish, trouble, rough (ruf), tough (tuf), and the like.
8. u.—Drop silent u after g before a, and in native English words, as guarantee, guard, guess, guest, guild, guilt.
9. ue.—Drop final ue in apologue, catalogue, etc.; demagogue, pedagogue, etc.; league, colleague, harangue, tongue (tung).
10. y.—Spel rhyme, rime.
11. Duple consonants may be simplified: Final b, d, g, n, r, t, f, l, z, as ebb, add, egg, inn, purr, butt, bailiff, dull, buzz (not all, hall). Medial before another consonant, as battle, ripple, written (writn). Initial unaccented prefixes, and other unaccented syllabys, as in abbreviate, accuse, affair, etc.; curvetting, traveller, etc.
12. b.—Drop silent b in bomb, crumb, debt, doubt, dumb, lamb, limb, numb, plumb, subtle, succumb, thumb.
13. c.—Change c back to s in cinder, expence, fierce, hence, once, pence, scarce, since, source, thence, tierce, whence.
14. ch.—Drop the h of ch in chamomile, choler, cholera, melancholy, school, stomach; change to k in ache (ake), anchor (anker).
15. d.—Change d and ed final to t when so pronounced, as in crossed (crost), looked (lookt), etc., unless the e affects the preceding sound, as in chafed, chanced.
16. g.—Drop g in feign, foreign, sovereign.
17. gh.—Drop h in aghast, burgh, ghost. Drop gh in haughty, though (tho), through (thru). Change gh to f where it has that sound, as in cough, enough, laughter, tough, etc.
18. l.—Drop l in could.
19. p.—Drop p in receipt.
20. s.—Drop s in aisle, demesne, island. Change s to z in distinctive words, as in abuse (verb), house (verb), rise (verb), etc.

\* The reader will find, in the form of an appendix to this paper, a fuller account of these societies, their aims, and their work.

21. sc.—Drop c in scent, scythe (sithe).  
 22. tch.—Drop t as in catch, pitch, witch, etc.  
 23. w.—Drop w in whole.  
 24. ph.—Write f for ph, as in philosophy, sphere, etc.

I have already remarked that the most formidable objection to spelling reform in the eyes of English scholars is the etymological one, and I will now proceed to show that, so far from the etymological argument telling against us, it is really in our favor. I might have contented myself with citing the admissions and opinions of eminent English philologists, but before doing so I may as well give a few illustrations of the truth of the statement just made. I assume that it would be expedient to carry into practice the following general rules, to which the most conservative of etymologists cannot, from his point of view, take any exception:—

1. Change the ordinary spelling to make it more conformable to the etymology, whenever by so doing you can simplify the forms of words.

2. Change the spelling to make it more conformable to the sound, whenever this can be done without violating the etymology.

Apply the first of these rules to some very common word-forms, and notice the results. From the Latin verb *cedere*, to go, we have the following English verbs: *accede*, *concede*, *intercede*, *precede*, and *recede*, all spelt one way; and we have *exceed*, *proceed*, and *succeed* spelt another way. A glance at the root shows that the former spelling is the correct one, and therefore the last three words should be made to conform to the first five, thus securing at the same time complete uniformity and better etymological forms.

From *sistens*, the present participle of *sistere*, to stop, we have the words *subsistence*, *consistence*, and *resistance*. Why should both etymology and uniformity be disregarded in the last? We know, of course, that the "a" in *resistance* indicates that the word came to us through the French; but we know also that in both old French and old English it was spelt *resistence*, and that our retention of the irregular form is a piece of indefensible conservatism.

The Latin infinitive *capere*, to take, became, by a process of fonetic decay, the French *cevoir*, which appears only in compounds. These become in English, *conceive*, *deceive*, *perceive*, and *receive*. How did the "i" get into the English forms, since it appears in neither the Latin nor the French root? I know not; but I do know that it gives a great deal of trouble, and ought to be knocked out. By spelling these words *conceve*, *deceve*, etc., we get rid of a troublesome confusion of the present spelling with that of *believe*, *relieve*, etc.; and in the case of *believe* we may simplify matters still more, for the correct old English spelling is *beleve*.

From the Latin *scandens*, present participle of *scandere*, to climb, we have, through the French, *descendant*, and we have *direct*, *ascendant*. To show how false associations corrupt good etymology as well as good manners, I need only call attention to the fact that many people, including some lexicographers, ignorantly spell *ascendant* and *ascendancy* with an "a," to make them conform to the French form, instead of changing the latter to its correct original spelling.

From the Greek *gramma*, a letter, we hav directly the words anagram, diagram, monogram, epigram, telegram; and we hav programme through the French. Why should we persist in making an exception of the last, especially as we know that the French word is comparatively modern, and that the pure Greek form, programma, was used in English as late as the begining ov the eighth century?

In words formed from the Greek *logos*, a word, we ad in the French fashion ue, tho they did not all cum to us thru the French. By adopting the forms dialog, epilog, prolog, etc., we would obtain a valuable means ov distinguishing between the short vowels in these words and the long vowels in vague, plague, vogue, etc.

The aplication ov the same rule would change rhyme into rime, island into iland, sovereign into sovran, ghost into gost, aghast into agast, whole into hole, tongue into tung, steadfast into stedfast, height into hight, stricken into striken, dumb into dum, aisle into aile, foreign into foren or foran, etc., etc. Rhyme is an old English word, which has been made to conform, by a fals analogy, to the Greek rhythm, and rime is now used by the best English writers. Iland is an old English word, and was so spelt by old English writers, but was changed in modern times by sum one who thot he had made an etymological discovery, when it ocured to him that it had some connection with the French *isle*, a fonetic corruption ov the Latin *insula*. Ther is just as litle warrant for the insertion ov g in sovereign and foreign as ther is for the insertion of s in island, and good English writers now use the form sovran as Tennyson does in his sonnet on the Montenegrin insurrection, in the *Nineteenth Century* for May, 1877, beginning:—

“They rose to where their sovran eagle sails.”

Milton never spelt the word in any other way, tho the modernized texts do not show this fact. The other words in the abuv group are mostly ov English origin, the exception being aisle, which is from the Latin *ala*, a wing, and in which the s is an intruder.

Applying the second ov the rules I hav given abuv, notis the results. From any vocal digraf we can strike out ether letter when it becums fonetically useless, and rite hed for head, ded for dead, dred for dread, hart for heart, herd for heard, heven for heaven, erth for earth, hethen for heathen, deth for death, leve for leave, leopard for leopard, yoman for yeoman, jurnal for journal, redy for ready, erly for early, fether for feather, pleser for please, etc. It is sum satisfaction, from an etymological point ov vue, to know that by making these changes we are simply going back to old English spelling, for almost every one ov the amended forms I hav just quoted I hav taken from English writings ov the fifteenth and sixteenth centuries. We can drop final e when it becomes fonetically useless, as in giv, hav, liv, lov, don, ther, wher, se, non, ar, fre, hous, etc. These words/also are taken from old English texts, and it wil be notist that by dropping the final e when the previous vowel is short, and leving it when that vowel is long, we arive at a consistent use ov a most valuable orthographical expedient. But I need not pursue this line ov argument fur-

ther, for by means of the list of rules given above any one can easily multiply illustrations at pleasure. I may be permitted one remark, however, about old English spelling in general. If any of you are disposed to be etymologically conservative about your spelling I know of no better liberalizer than the study of old English texts, which are valuable on other grounds. Many of the most advanced spelling reformers were made so by the influence of old English spelling, about which Mr. Skeat, one of the foremost filologists of the day makes the following remarks:—

“It is a common error to look upon the spelling of Old English as utterly lawless, and unworthy of notice. Because it is not uniform the conclusion is at once rushed to that it cannot be of much service. No mistake could well be worse. It is frequently far better than our modern spelling, and helps to show how badly we spell now in spite of the uniformity introduced by printers for the sake of convenience. Old English spelling was conducted on an intelligible principle, whereas our modern spelling exhibits no principle at all, but merely illustrates the inconvenience of separating symbols from sounds. The intelligible principle of old English spelling is, that it was intended to be phonetic. Bound by no particular laws, each scribe did the best he could to represent the sounds which he heard, and the notion of putting in letters that were not sounded was (except in the case of final e) almost unknown. The very variations are of value, because they help to render more clear in each case what the sound was which the scribes were attempting to represent. But to bear in mind that the spelling was phonetic is to hold the clue to it.”

I have already remarked that I might have contented myself with citing authorities to prove that the etymological objection to spelling reform is not so formidable as is generally supposed. Mr. Skeat's testimony is unmistakable, and I shall give a few others that are equally so. Mr. Moon, in his “King's English,” says:—

“It has been said that if we alter our present mode of spelling we shall lose the derivation of our words. Whoever, in the rapid utterances of words, stop to think of their derivation? Leave that matter to the lexicographers; they will store up their histories. Do not fear that any rag of the cerecloth of any mummified word will henceforth ever be lost; all will be safely embalmed in the dictionaries, and we may exhume them and examine them at our leisure. But, good as language is as a study (and I hope that no word of mine will be construed into a depreciation of that study), I maintain that words have a nobler mission than that of merely recording, mummy-like, their own history; they are for life, for the busy interchange of thought; and if any one of them is so wrapped in the winding-sheet of the dead past as to be hindered in its work for the living, I would say of it, as Christ said of Lazarus, who had still to take an active part in life, “Loose him and let him go.”

Prof. Max Müller, who is distinguished amongst filologists for the life he has thrown upon the science of etymology, makes less of the objection than any other writer on the subject has done:—

“An objection often made to spelling reform is that it would utterly destroy the historical or etymological character of the English language. Suppose it did, what then? Language is not made for scholars and etymologists; and if the whole race of English etymologists were really swept away by the introduction of spelling reform, I hope they would be the first to rejoice in sacrificing themselves in so good a cause. But is it really the case that the historical continuity of the English language would be broken by the adoption of phonetic spelling, and that the profession of the etymologist would be gone forever? I say No, most emphatically, because the Italians write *filosofo*, are they less aware of both propositions. Because the Italians write *filosofo*, are they less aware than the English, who write *philosopher*, that they have before them the Latin

*philosophus* and Greek *philosophos*? If we write *f* in fancy, why not in phantom? If in frenzy and frantic, why not in phrenology? A language that tolerates *vial* for *phial*, need not shiver at *filosofer*. What people call the etymological consciousness of the speaker is strictly a matter of oratorical sentiment only. If anybody will tell me at what date etymological spelling is to begin, whether at 1500 A.D., or at 1000 A.D., or at 500 A.D., I am willing to discuss the question. Till then I beg to say that etymological spelling would play greater havoc in English than fonetic spelling, even if we are to draw a line not more than 500 years ago."

On this last statement I have already given numerous illustrations. Dr. Murray, the editor of the forthcoming "Historical Dictionary of the English language," says:—

"It is pitiful to see the expressions of Archbishop Trench—uttered just a quarter of a century ago, when English philology was in its pre-scientific babyhood, and scarcely anything was known of our language in its earlier stages, save the outward forms in which it had come down to us in manuscript or print—quoted against the rational reconstruction of our spelling."

Mr. Sweet, one of the foremost Anglo-Saxon and old English scholars in England, speaks more strongly still:—

"The notion that the present spelling has an etymological value was quite popular twenty-five years ago. But this view is now entirely abandoned by philologists; only a few half-trained dabblers in the science uphold it."

If any of you are prepared to take your stand on the etymological objection to spelling reform, you have your name assigned to you in advance by Mr. Sweet. I will cite here only one more opinion from amongst a score of others. It is that of Prof. Sayce, who occupies the chair of Philology in Oxford University:—

"We are told that to reform our alphabet would destroy the etymology of our words. Ignorance is the cause of so rash a statement. The science of etymology deals with sounds, not with letters, and no true etymology is possible when we do not know the exact way in which words are pronounced. The whole science of comparative philology is based on the assumption that the ancient Hindus, Greeks, Romans, and Goths spelt pretty nearly as they pronounced. English spelling has become a mere series of arbitrary combinations, an embodiment of the wild guesses and etymologies of a pre-scientific age, and the hap-hazard caprice of ignorant printers. It is good for little less but to disguise our language, to hinder education, and to suggest false etymologies."

A very good idea of the difference between the rational reformed spelling and the irrational and capricious system now in use, may be gained by a comparison of the rules drawn up by the spelling reform associations with those given by Dr. Angus in his "Hand-book of the English Tongue," section 129. The rules are bad enough, but the exceptions are positively bewildering, and after all the speller is forced to rely mainly on his recollection of the forms of the individual words.

One of the great obstacles in the way of the spelling reform movement is the orthographical tyranny by which we are kept in bondage. It would be just as reasonable to expect us to submit always to mediæval modes of government as to eighteenth century modes of spelling words; and yet when you are examined for certificates you are expected to be able to spell every word correctly according to the recognized rules of orthography. May I be permitted to protest, on behalf of others as well as of the teachers, against ability to spell well according to an arbitrary system being insisted upon as a test of scholarship or cul-



ture. You all know the stock question given at examinations as a test. A list of words is prepared, some of them being spelt correctly, others incorrectly, and the candidate is asked to correct the errors. A much better test would be a list of words all correctly spelt, and a request to point out how the spelling might be improved etymologically, or phonetically, or both. This would be an exercise of other faculties besides the memory, and would serve as an education in spelling reform.

Let me, in conclusion, urge the teachers of Ontario to take this matter up in earnest, and give all the assistance they can in bringing the movement to a successful issue. They have the advantage of associations readily formed to their hands, and all that is needed is consideration and discussion. It would not be practicable for any teacher to practise the reformed spelling in his private correspondence unless he takes the precaution of using letter paper headed with the intimation that he adopts the rules of the reformed spelling, for at present his professional reputation depends very largely on his ability to spell words correctly according to the received forms. But by concerted action this intolerable tyranny can be cast off; and when it has become a thing of the past, educated men and women will wonder that they submitted to it so long.

## APPENDIX A.

## ORTHOGRAPHICAL ABSURDITIES.

Many readers of this address have, no doubt, seen in the newspapers from time to time amusing specimens of rime, got up for the very purpose of illustrating the ludicrous effects that can be produced by spelling common words according to false analogies. I append here the following one by the late Professor Gregory, of Edinburgh. The analogue for each absurd spelling is given at the end of the line.

"The weather we've had, in few words to *expleign*;—*reign*  
 For a very long time we've had nothing but *rane*.—*mane*  
 Since August began, it has poured down in *fluds*.—*suds*  
 So we seldom get out to the hills or the *woulds*.—*would*  
 The river runs by with astonishing *foarse*.—*coarse*  
 And carries the hay-cocks away in its *corce*.—*force*  
 In short, its enough to put one in a *passion*.—*fashion*  
 To see the rain pouring all day in this *passion*.—*passion*  
 The farmers declare that the whole of their *heigh*.—*neigh*  
 Will be spoiled, which is really distressing, for *thay*.—*way*  
 Have no other crop in this district, you *nough*.—*though*  
 Which is covered with grass, both above and *beloe*.—*roe*  
 But to own that the rain does some good is a *deauty*.—*beauty*  
 Of the verdure it greatly increases the *buty*.—*duty*  
 And vastly improves both the rivers and *foughls*.—  
 An effect which, no doubt, for our gratitude *caughls*.—*taught*."

Mr. Moon, in his "King's English," gives the following as an illustration of the use of wrong words which have the same pronunciation as the right words, and which, properly read, would sound right:—

"Eh rite suite little buoy, thee sun of eh grate kernel, with eh rough about his neck, flue up thee rode swift as eh dear. After eh thyme he stopped at eh gnu house and wrung thee belle. His tow hurt hymn, and he kneaded wrest. He was two tired to raze his fare pail face. Eh feint mown of pane rows from his lips. Thee made who herd thee belle was about two pair eh pare, but she through it down and ran with awl her mite, for fear her guessed wood knot weight. Butt, when she saw thee 'little won, tiers stood inn her eyes at thee site. 'Ewe poor deer! Why due yew lye hear! Are yew dyeing!' 'Know,' he said, 'I am feint to thee corps.' She boar hymn inn her arms, as she aught, too eh room, where he mite be quiet, gave hymn bred and meet, held cent under his knows, tide his choler, rapped hymn warmly, gave hymn sum suite drachm from eh viol, till at last he went fourth hail as eh young horse. His eyes shown, his cheek was as read as eh flour, and he gambled eh hole our."

## APPENDIX B.

## THE HISTORY OF SPELLING REFORM.

It is impossible to fix a time in the history of the English language for the initiation of attempts to reform its spelling. They date at least as far back as the "Ormmulum," which is ascribed to the twelfth century. Before the introduction of printing by Caxton, in the fifteenth century, every author and copyist spelt as he pleased, but on the whole spelt phonetically. Variations in spelling were then due partly to local variations in pronunciation, partly to individual caprice, and partly to indifference arising from the little importance attached to correct spelling.

When printing superseded riting, it became a matter of great convenience to compositors and proof-readers to have a uniform system of spelling; and as nobody else cared much about it, the task of choosing one out of several forms for each word variously spelt was left chiefly to themselves. They did not follow either a filological or a fonetic line in their selection, but appear to have endeavored to strike a kind of average among the various modes of spelling found in the manuscripts.

In the seventeenth century the work of lexicography began, and by the middle of the eighteenth, when Samuel Johnson published his great lexicon, the spelling of words had become comparatively fixed. In point of fact Johnson, by accepting the methods of the printers and proof-readers, fastened them upon us; scholars had little to say about the matter one way or the other.

Efforts to reform our spelling were not wanting during the three centuries from Caxton to Johnson, but they amounted to nothing. The modern reform movement may be said to date from the publication of Webster's dictionary in 1828; the Dr. Franklin, with his usual sagacity, foresaw, predicted, and advocated it more than half a century before. The changes recommended by Webster were few in number compared with those assented to by the spelling reformers of to-day; but such as they were they met with so much opposition that in later editions of his lexicon they were largely abandoned. The plan of reforming spelling by improving the alphabet was taken up in England over forty years ago, by Isaac Pitman, the inventor of fonographic short-hand riting. He invented forms for a number of new letters; and tho his efforts at first met with little else than ridicule, he has lived to see all the great English scholars cum round to his side.

Meanwhile the study of old English had been making rapid progress, and a number of eminent students, such as Mr. Skeat, Max Müller, Mr. Ellis, Dr. Morris, Dr. Latham, and Mr. Sweet, in England, and Messrs. Whitney, March, Haldeeman, and Trumbull, in America, had become convinced, by their filological investigations, of the urgent need of a thoro mesure of spelling reform. The English and American filological societies, organized for an entirely different purpose, became to some extent associations for the promotion of the spelling reform movement.

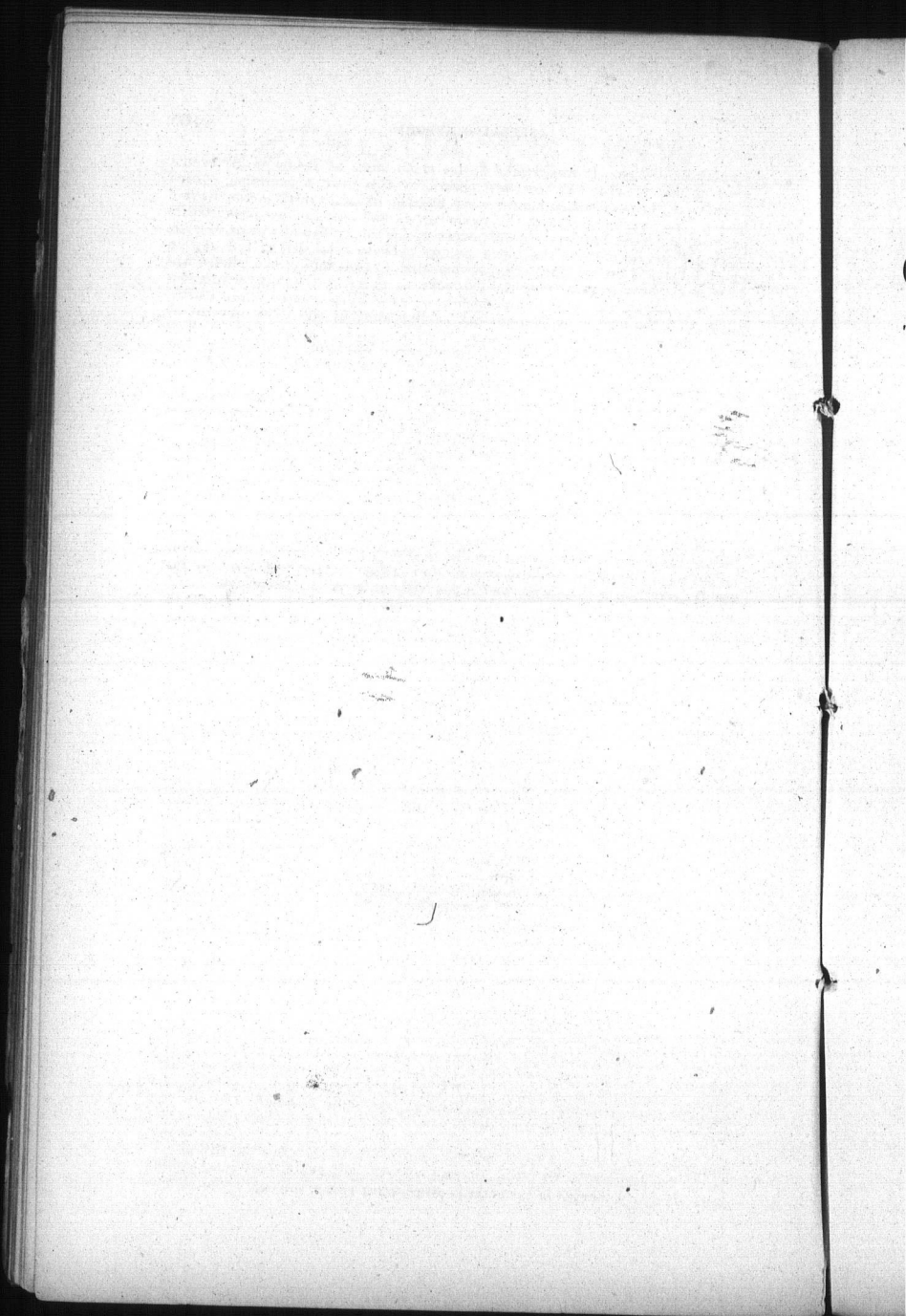
The greatest impulse yet given to it, however, was imparted by the formation of the American Spelling Reform Association in 1876. This was the result of an international convention which met at Philadelphia in connection with the Cen-

ennial Exhibition. It would take up too much space to attempt to give even a brief outline of what has been accomplished by this great organization, which includes in its membership almost every English scholar or mark in the United States. The work of revising the vocabulary of the language has been steadily pursued, and rules have been carefully drawn up for the guidance of those who are willing to try to improve their own spelling. These rules were at first few in number, but the list has been enlarged from time to time until it has reached the dimensions shown on page 98 of the above address. A few of the rules began about four years ago to be adopted by the publishers of certain periodicals in the United States, and the number of journals now applying them is said to be upwards of two hundred. The list includes such periodicals as the *Chicago Tribune*, *New York Home Journal*, *Toledo Blade*, and *Springfield Republican*; while others, like the *New York Independent*, *Princeton Review*, and *New England Journal of Education*, print occasional articles in the reformed spelling.

In Canada not much has yet been accomplished in the way of organization, though the movement has many adherents all over the country. A few weeks ago some of them met together in this city, and formed themselves into a society under the name of the Canadian Spelling Reform Association. They will gladly welcome the accession of teachers to their ranks, and any who wish to aid them in their work can communicate with Mr. Richard Lewis, teacher of elocution; Mr. Samuel Clare, of the Normal School; or Mr. William Houston, of the Provincial Parliamentary Library.

N.B.—The spelling in the foregoing paper is not strictly consistent, partly because the new orthography is not familiar to either writer or printers, but mainly because on account of the pressure of other work neither the preparation of the text nor the correction of the sheets could be done without frequent interruptions.





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The Special Committee appointed by the Board for the examination of the various Readers was composed of Chairman of Board, D. Ormiston, Esq., B.A., J. E. Farewell, Esq., LL.B., and G. Young Smith, Esq., LL.B. It should be noted that these have been practical Teachers during the earlier part of their career, thus making their report specially valuable.

*To the Board of Education of the Town of Whitby:*

The Special Committee to whom was referred the question of School Readers beg to report:—  
1st. That your Committee have carefully examined the Canadian Readers, the Royal Readers, and three of the Royal Canadian Readers, which have been placed in their hands.

2nd. Your Committee find that the **CANADIAN READERS** include the full number of properly graded books for the various divisions of the Public Schools and Collegiate Institutes, and that each of such books contains a sufficient number of suitable selections for use in the various divisions for which they have been prepared.

3rd. Your Committee find that these Readers possess the following advantages:—

- 1st. The type of the two Primers is much larger, and the illustrations and exercises more suitable for children commencing to attend school, than the Primers of either of the other series. The 2nd, 3rd, 4th, and 5th Readers have, at the beginning of the lesson, copious definitions of the more difficult words contained in it, which should be learned, and which enable the pupil to test his knowledge of the contents of each lesson after reading it.
- 2nd. Questions so adapted as to show the pupils the matter contained in it, which should be learned, and which enable the pupil to test his knowledge of the contents of each lesson after reading it.
- 3rd. Exercises which train the pupils to think, and which give them practice in composition and in expressing in their own words the ideas contained in the lesson.
- 4th. A Summary of the principal ideas contained in the lesson.
- 5th. Copious geographical, biographical, and historical notes accompanying the lessons.
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- 7th. Latin prefixes and suffixes, with a sufficient number of Latin roots, also lists of English prefixes and suffixes, thus showing the foreign elements in our language.
- 8th. List of words often incorrectly pronounced, with directions for their proper pronunciation.
- 9th. Carefully prepared general rules for reading correctly, and instructions at the foot of many pieces as to the mode of reading them.
- 10th. The Readers are so printed as to show the rhetorical pauses used in reading, and some exercises in poetry printed in prose form.

From these considerations, and from the fact that these Readers with all their advantages can be had without any increase in price over the Readers at present in use, your Committee recommend that **this series be adopted**, commencing with the Primers, so that no unnecessary expense shall be incurred by the ratepayers on account of their adoption.  
All of which is respectfully submitted.

JOHN E. FAREWELL,  
*Chairman.*

It was moved by J. E. Farewell, Esq., LL.B., seconded by G. Young Smith, Esq., LL.B., that Report be adopted.—*Carried.*

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**U**PON consideration of a Report of the Honorable A. S. Hardy, acting Minister of Education, dated the 30th day of August, 1883, the Department of Education doth hereby order that the **ROYAL READER** series of Readers be adopted by the Department for the use in the Normal and Model Schools at Toronto and Ottawa, and in those of the Provincial Institutions in whole or in part educational in their character, in which School Readers are used.

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