

MINUTES  
OF THE  
THIRTIETH ANNUAL CONVENTION  
OF THE  
ONTARIO TEACHERS' ASSOCIATION

HELD IN THE  
PAVILION OF THE NIAGARA ASSEMBLY  
NIAGARA-ON-THE-LAKE

AUGUST 12th, 13th, 14th and 15th, 1890



TORONTO:  
C. BLACKETT ROBINSON, PRINTER, 5 JORDAN STREET  
1890

# UNIVERSITY OF TORONTO.

## MEDICAL FACULTY.

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H. H. WRIGHT, M.D., L.C.P. and S., U.C. Professor of Principles and Practice of Medicine.  
J. H. RICHARDSON M.D., M.R.C.S., England. Professor of Anatomy (General and Surgical).  
UZZIEL OGDEN, M.D. Professor of Gynecology.  
JAMES THORBURN, M.D. Professor of Pharmacology and Therapeutics.  
W. W. OGDEN, M.D. Professor of Medical Jurisprudence.  
M. H. AIKENS, B.A., M.B. M.R.C.S., ENGLAND. Professor of Primary Anatomy.  
W. OLDRIGHT, M.A., M.D. Professor of Sanitary Science, and Curator of Museum.  
L. MCFARLANE, M.B. Professor of Clinical Surgery.  
J. E. GRAHAM, M.D., L.R.C.P., LONDON. Professor of Clinical Medicine and Dermatology.  
R. A. REEVE, B.A., M.D. Professor of Ophthalmology and Otology.  
A. H. WRIGHT, B.A., M.D., M.R.C.S., ENGLAND. Professor of Obstetrics.  
R. RAMSAY WRIGHT, M.A., B.Sc. Professor of General Biology and Physiology.  
W. H. PIKE, M.A., Ph.D., Professor of Theoretical Chemistry.  
W. H. ELLIS, M.A., M.B. Professor of Applied Chemistry.  
JAMES LOUDON, M.A. Professor of Physics.  
I. H. CAMERON, M.B. Professor of Principles of Surgery and Surgical Pathology.  
DANIEL CLARK, M.D. Professor of Psychology.

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JOHN FERGUSON, B.A., M.B., L.F.P.S., GLASGOW. Demonstrator of Anatomy.  
THOMAS MCKENZIE, B.A., M.B. Demonstrator of Practical Biology.  
G. H. BURNHAM, M.D., F.R.C.S., EDINBURGH, M.R.C.S., ENGLAND. Clinical Lecturer on Ophthalmology and Otology.  
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O. K. AVISON, M.D. Demonstrator of Materia Medica and Pharmacy.  
ALEX. MCPHEDRAN, M.B. Lecturer on Clinical Medicine.  
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ALEX. PRIMROSE, M.B., C.M., EDINBURGH, M.R.C.S., ENGLAND. Lecturer on Topographical Anatomy.  
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GEORGE PETERS, M.B. Assistant Demonstrator of Anatomy.  
W. B. CAVEN, M.B., L.R.C.P., LONDON. Assistant Demonstrator of Anatomy.  
G. A. FERRE, M.B., L.R.C.P., LONDON. Assistant Demonstrator of Anatomy.

The regular Winter course of instruction will consist of four Sessions of six months each, commencing October 1st.

The Summer Session for 1891 will commence on Monday, May 4th.

W. T. AIKINS, M.D., LL.D.,

Dean.

ADAM H. WRIGHT, B.A., M.D.,

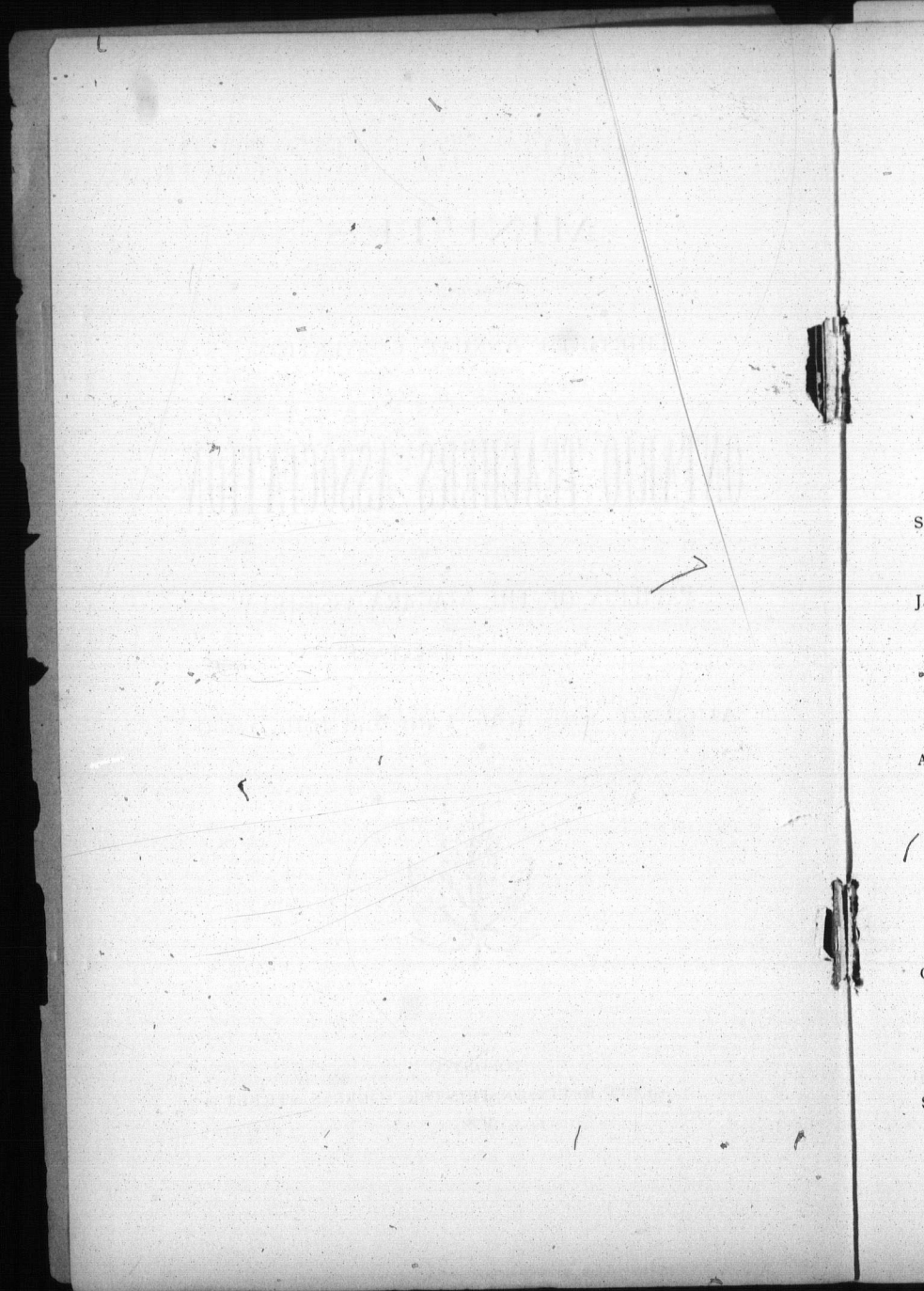
Secretary.

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# OFFICERS 1890-91.

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Sarnia ; C. A. BARNES, London ; D. McCAIG, Collingwood.

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MINUTES  
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ONTARIO TEACHERS' ASSOCIATION

*Held in the Pavilion of the Niagara Assembly, on Tuesday, Wednesday,  
Thursday and Friday, August 12th, 13th, 14th and 15th, 1890.*

TUESDAY, August 12th, 1890.

The Convention met at 2.40 p.m.

In the absence of the President, the chair was occupied by the 1st Vice-President, Mr. J. Johnston.

Mr. John Brebner opened the Convention by reading a portion of Scripture and leading in prayer.

On motion of Mr. Doan, seconded by Mr. Brown, Mr. A. Campbell was appointed Minute Secretary.

On motion to that effect, the Minutes of the last meeting of the Association were considered read and approved.

The Secretary read the following communications :

From the President, S. Woods, M.A., regretting his inability to be present.

From Mr. E. N. Arthey, Secretary Association of Protestant Teachers of Quebec, in reference to a Dominion Conference of Teachers.

From Mr. W. Patterson, of Montreal, in reference to a text book on Canadian History.

Moved by Mr. Mackintosh, seconded by Mr. Stewart,—That the consideration of the communications from Mr. Arthey and Mr. Patterson be deferred until the subject of text books is considered, and the address of Mr. Rexford is given. Carried

Mr. Hendry, Treasurer of the Association, read the Financial Report, which, on motion, was received and referred to a Committee to be named by the Vice-President.

The Vice-President appointed the following Audit Committee:—Messrs. McAllister, Mackintosh, and Keith.

Mr. J. Suddaby gave notice of motion in regard to the use of the Tonic Sol-fa system of music.

Mr. McMaster gave notice of motion in reference to the time of holding the election of officers.

Mr. Cowley gave notice of motion in reference to the appointment of a Committee to revise the constitution of the Association.

Mr. J. Squair, M.A., gave an address on "The Teaching of English and Literature."

It was decided to postpone the discussion of Mr. Squair's address until Mr. Houston's subject would be taken up.

Mr. William Houston, M.A., delivered an address on "The New Curriculum of the University Examination in English." A discussion followed, which was taken part in by Messrs. Reid, Houston, Squair, and McAllister.

Moved by Mr. Doan, seconded by Mr. McAllister,—That the thanks of this Association be tendered to Mr. Squair for his interesting address, and that he be requested to furnish a synopsis of it for publication. Carried.

Moved by Mr. McAllister, seconded by Mr. Reid,—That, while this Association approves generally of the changes made by the Senate of Toronto University in the curriculum relating to English, it expresses the hope that the greatest care will be exercised in the selection of examiners in that subject so as to have the spirit of the regulations carried out. Carried.

Mr. Mackintosh read the report of the Committee on the Mode of Electing the Officers of the Association, laid over from last year.

Moved by Mr. Mackintosh, seconded by Mr. Stewart,—That the first clause of the report be adopted. Left over till the evening meeting.

Moved by Mr. Doan, seconded by Mr. A. Campbell,—That the Convention meet each day at 2 p.m., and adjourn at 5:30; meet again at 7:30 p.m., and adjourn at 10. Carried.

The Convention then adjourned.

#### EVENING SESSION.

The Convention was called to order at 7.45 p.m.

The Vice-President in the chair.

Mr. Duncan gave notice of motion in regard to place of holding next meeting of the Association.

Mr. Barber read the following resolutions passed by Nor-



thumberland Teachers' Association, and which were referred by said Association to the Provincial Association:—

1. The Third Class Non-Professional or Primary Examination should be abolished and Certificates for the Second Class, Junior Leaving Examination, should be of at least two grades.

2. If the Third Class be not abolished in order to simplify the work, and save the time of students and teachers in schools when both classes are taught, the Third Class work should be, as far as possible, made to correspond with Second Class work in Modern History and Geography, English Prose and Poetry, French and German translations.

3. Two papers should be set in the Junior Leaving Examinations in History and Geography; one in Ancient and one in Modern.

4. All candidates should take Botany and Experimental Physics, and all options should be abolished.

5. Candidates for *Grade C*, First Class, who are engaged in teaching, should be allowed to take the work at two examinations, part of the Mathematical and Literary work of each.

6. Examination papers for First Class Certificates should be set by examiners appointed by the Department, and candidates should be allowed the option of writing on these papers instead of the University papers.

7. The fee for the Non-Professional Examinations should be no more than is necessary to defray the expenses of the examination. The whole fee should be paid to the Department, which should pay the presiding examiner.

This communication was referred to the Board of Directors.

Moved by Mr. P. McMaster, seconded by Mr. D. Stewart,—That the election of officers be held on Wednesday afternoon instead of Friday as stated on programme.

Moved, in amendment, by Mr. Duncan, seconded by Mr. Bowerman,—That the election of officers be held on Thursday afternoon. Lost. The original motion was carried.

The report of the Committee on the Election of Officers was then taken up.

Moved by Mr. McAllister, seconded by Mr. Alexander,—That the report of the Committee be amended by calling for nominations before electing the officers by ballot. Lost.

Mr. Mackintosh's motion for the adoption of the first clause of the report was also lost.

The Committee received the thanks of the Convention, and was discharged.

Prof. Clark delivered a lecture on "William the Silent."

Moved by Mr. Houston, seconded by Mr. McAllister,—That the hearty thanks of this Association be given to Prof. Clark for his excellent lecture. Carried.

A discussion took place on the constitution of Examining Boards, which was taken part in by Messrs. McAllister, Craig, Reid, Brebner, Birchard, Rannie.

The following resolutions were moved by Mr. J. Craig, seconded by Mr. Chapman.

*Resolved*,—That the examination of Candidates for Second and Third Class Certificates is of very great interest to all classes of educators in Ontario; and whereas the sub-examiners have so largely to do with the fair and satisfactory examination of such candidates, therefore the Ontario Teachers' Association recommend:—

*a.* That the sub-examiners should be chosen equitably from the Public School Inspectors, the Public School Teachers, and the High School Teachers of Ontario.

*b.* That, as regards Public School Teachers, the qualification of eligibility for sub-examiners be the holding of a First Class Provincial Certificate.

*c.* That no person should be a sub-examiner who is not actively connected with the profession of teaching.

*d.* That for the Entrance Examination there should be a Board of Examiners for each county or group of counties; said Board to consist of Inspectors, High and Public School Teachers, there being at least as many Public as High School Teachers on the Examining Boards.

*e.* That no person should be appointed Presiding Examiner who is not actually engaged in the profession as Teacher or Inspector.

Moved by Mr. Chapman, seconded by Mr. Stewart,—That the resolutions on the constitution of Examining Boards now read be adopted; and that the Secretary be instructed to send a copy to the Hon. Minister of Education. Carried unanimously.

Moved by Mr. Sinclair, seconded by Mr. Brebner,—That this Association hereby renews its cordial invitation to the National Teachers' Association of the United States of America to hold its Annual Convention for 1891 in the City of Toronto. Carried.

Mr. A. Campbell gave notice of motion in regard to the literature prescribed for the Primary and Junior Leaving Examinations.

Mr. McDiarmid gave notice of motion in regard to age of candidates for admission to Model Schools.

Mr. Hill gave notice of motion in regard to summer holidays.

Mr. Rexford was then introduced, and addressed the Convention.  
Convention adjourned.

WEDNESDAY, August 13th, 1890.

AFTERNOON SESSION.

The Convention was called to order at 2 p.m.

The Vice-President in the chair.

Moved by Mr. J. Suddaby, seconded by Mr. D. Marshall,—That in the opinion of this Association the Tonic Sol-fa system of teaching music should be placed on the same footing in the Public Schools as that occupied by the Staff-Notation. Carried.

Moved by Mr. R. Alexander, seconded by Mr. W. Rannie,—That a Committee of three, to be named by the chair, be appointed to consider whether any plan can be devised by which the programme of this Association may be drafted so as to be a less drain on the finances. Carried.

Committee appointed—Messrs. Dearness, Powell and Knight.

Mr. McMaster gave notice that he would move, at the next Annual Meeting of the Association,—That the election of officers of this Association be conducted by ballot, without nomination.

Moved by Mr. Suddaby, seconded by Mr. Duncan,—That a Committee, consisting of Messrs. Sinclair, Row, Cringan and Dearness, be appointed to bring the subject of teaching music by the Tonic Sol-fa system before the Minister of Education. Carried.

Moved by Mr. R. H. Cowley, seconded by Mr. J. A. Brown,—That the President be requested to appoint a Committee to revise the Constitution and By-Laws of this Association, and report to the next Annual Meeting. Carried.

Committee appointed—Messrs. Cowley, Doan, Alexander Birchard and MacIntosh.

Mr. Telfer gave notice of motion in reference to the retaining of Fifth Book Classes in rural school sections.

Moved by Mr. Stewart, seconded by Mr. Barber,—That Rev. Mr. Rexford, delegate from the Quebec Teachers' Association, be, and is, hereby made an honorary member of Association. Carried.

Mrs. J. B. Wylie gave notice of motion in reference to making Kindergarten Teachers a sub-section of this Association.

The Board of Directors recommended that the following gentlemen be elected Officers of this Association for the ensuing year :

<i>President,</i>	- - - - -	MR. W. MACKINTOSH, Madoc.
<i>Recording and Corresponding Secretary,</i>	- - - - -	MR. R. W. DOAN, Toronto.
<i>Treasurer,</i>	- - - - -	MR. W. J. HENDRY, Toronto.

The report was adopted.

Mr. S. S. Neff, President of the National School of Elocution, Philadelphia, gave an address on "The Object to be Accomplished by Teaching Reading."

Moved by Mr. McAllister, seconded by Mr. Mackintosh,—That the thanks of this Association be given to Prof. Neff for his excellent address. Carried.

Mr. F. C. Powell read a paper on "The Powers and Responsibilities of Head Masters."

Convention adjourned at 4.30 p.m. for half an hour.

Rev. Mr. Rexford, delegate from the Protestant Teachers' Association of Quebec, addressed the Convention.

Moved by Mr. W. Mackintosh, seconded by Mr. A. P. Knight,—That the members of the Ontario Teachers' Association assembled in Convention express their appreciation of the fraternal courtesy shown by the Protestant Teachers' Association of the Province of Quebec in the appointment of the Rev. Mr. Rexford to represent it at this meeting, and their thanks to that gentleman for his excellent addresses. They also desire to express their appreciation of the kindly message conveyed by him from the head of the Quebec Department of Education. This Association desires Mr. Rexford to assure the teachers whom he here represents of the hearty sympathy of their fellow teachers of Ontario. Carried.

The Auditors reported that they had examined the accounts of the Treasurer for the past year, that they had found them correct, and that the books were properly kept, showing a balance of \$368.54 to the credit of the Association.

The report was adopted.

Moved by Mr. James Duncan, seconded by Mr. Gray,—That the next meeting of this Association be held in Toronto. Carried.

Moved, in amendment, by Mr. Cowley, seconded by Mr. Powell,—That the selection of the place of meeting be left to the Board of Directors. Lost.

Miss E. A. Tomkins gave notice that she would, at next Session, move a resolution having reference to taxation for school purposes, and to the professional training of teachers.

The Convention adjourned.

## EVENING SESSION.

The Convention met at 8 p.m.

1st Vice-President in the chair.

The Secretary read the minutes of the previous meetings.

Moved by Mr. Scarlett, seconded by Mr. Duncan,—That the minutes be adopted. Carried.

Moved by Mr. Duncan, seconded by Mr. Brebner,—That the consideration of Mr. Powell's paper be postponed, and that Mr. Birchard be asked to read his paper on Text Books. Carried.

Mr. Birchard read an address on Text Books.

This paper was discussed by Messrs. Reid, Stewart, Hammond, Alexander, McAllister, Craig, Powell, Mackintosh, after which a vote of thanks was tendered to Mr. Birchard for his paper.

Moved by Mr. Alexander, seconded by Mr. McAllister,—That, in the opinion of this Association, no text book should be authorized until it has been submitted to the opinion of the teachers of the Province. Lost.

Moved by Mrs. Wylie, seconded by Mr. Mackintosh,—That this Association do hereby invite the Kindergartners of Ontario to become an organic part of said Association, either as a separate section or as a sub-section of the Public School Section. Carried.

Moved by Mr. A. Campbell, seconded by Mr. J. Brebner,—That, in the opinion of this Association, the Prose and Poetry prescribed for Third Class candidates should be the same as those prescribed for Second Class and Junior Matriculation Candidates; that the examination papers for both classes of candidates should be set by the same examiners, and that, in the preparation of questions, due respect should be paid by the examiners to the necessity for the gradation of the papers in the matter of difficulty. Carried.

Moved by Mr. J. J. Craig, seconded by Mr. C. A. Barnes,—That, in the opinion of this Association, no text book should be authorized before it has been published; been in the market for a reasonable time, and until this Association has had an opportunity of expressing its opinion thereon. Carried.

In amendment it was moved by Mr. Dearness, seconded by Mr. Reazin,—That, in the opinion of this Association, no text book should be authorized until it has been submitted to a committee of experts of the Minister's nomination, and has received the recommendation of such committee. Lost.

Moved by Mr. A. Campbell, seconded by Mr. Brebner,—That the Convention continue in session in order to take up the Report of the Committee on the Professional Training of Teachers. Carried.

The Report of the Committee on the Professional Training of Teachers, presented in 1888 and referred during the meeting of 1889 to this meeting, was then discussed.

The discussion was postponed until to-morrow morning.

Moved by Mr. Suddaby, seconded by Mr. Scarlett,—That a Committee composed of Messrs. Marshall, Barber and Mackintosh be, and is, hereby appointed to report on Mr. Powell's paper. Carried.

The Association then adjourned.

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THURSDAY, August 14th, 1890.

The Convention was called to order at 9.30 a.m.  
1st Vice-President, Mr. J. Johnston, in the chair.

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

On motion the Convention resolved itself into a Committee of the Whole to discuss the Report of the Committee on the Professional Training of Teachers. Mr. Alexander in the chair.

The Committee reported as follows:—

Deficiencies which need to be remedied in the training of teachers:—

(a) Their training secures them little or no experience in the work of ungraded schools.

(b) That in the Model Schools as at present constituted the students have insufficient opportunity to learn and practice actual governing and classifying.

(c) The non-professional training is not now given, as a rule, with a view to qualifying for professional work.

(d) The age now required for teachers entering the profession does not guarantee sufficient maturity for its responsibilities.

(e) The low percentage now required to pass in the non-professional examination does not protect against immaturity of judgment and character any more than against imperfect knowledge.

(f) Different standards in the professional examination in different counties interfere seriously with the general efficiency of teachers.

(g) The work of Normal Schools is not now sufficiently con-

fined to professional training, and especially to practice in teaching.

(h) The training of High School Assistants is not now extended over sufficient time to admit of adequate drill in the theory and practice of teaching.

Remedies suggested:—

1. That the Model School term be increased to one year.
2. The age before admission to the Model Schools should be, of females, 18 years, and of males, 19 years.
3. That the Third Class Certificates granted in any county should be valid in that county only unless endorsed by the Public School inspector of another county for some school in his county.
4. That during the Normal School course the students be given more practice in actual teaching.
5. Until lectures on Pedagogics, accompanied with practical work, are delivered in University College, the professional training of High School Assistant should be extended over at least a year.
6. Only teachers of thorough professional training and lengthened experience should be employed in Model Schools.
7. If arrangements could be made by which the Normal School Masters should conduct Institutes and Conventions throughout the Province, much would be accomplished towards bringing the whole educational system into harmonious working by placing most recent normal methods before the profession.

8. That Third Class Certificates shall be valid for five years.

Moved by Mr. Duncan, seconded by Mr. Gray,—That the report be amended by striking out clause *a*. Lost.

The report was adopted and the Secretary was instructed to send a copy to the Hon. the Minister of Education.

The thanks of the Convention was given to the Committee for the work done.

Moved by Mr. R. W. Doan, seconded by Mr. A. Campbell,—That Messrs. Stewart, McQueen and Marshall be, and are, hereby appointed to collate the items given in the reports of delegates to the Association. Said Committee to report during this meeting of the Association. Carried.

The Convention then adjourned.

#### EVENING SESSION.

The Convention was called to order at 7.45 p.m.  
The 1st Vice-President, Mr. J. Johnston, in the chair.

The minutes of the previous meeting were read and confirmed.

Moved by Mr. R. W. Doan, seconded by Mr. John Brebner, —That Messrs. Ramage and Gardiner be put on the Committee for collating the items of information in the delegates reports. Carried.

Moved by Miss. E. A. Tomkins, seconded by Mr. J. Brebner, —That the schools of each municipality be placed under the control of a Municipal Board of Trustees. Carried.

Moved by Mr. J. J. Craig, seconded by Mr. J. Dearness, —That Mr. Wm. Houston be delegated to represent this Association at the meeting of the Protestant Teachers' Association of Quebec, to be held in Montreal in October next. Carried.

The Committee appointed to consider Mr. Powell's paper on "The Powers and Responsibilities of Head Masters" beg to report that they have been forcibly impressed with the necessity for some change in the regulations which affect the subject discussed by Mr. Powell, and would recommend that leave be granted your Committee to report during the next Session of this Association.

Moved by Mr. Barber, seconded by Mr. Scarlett, —That leave be granted and the report adopted. Carried.

The Committee on Mr. Bryant's paper, which was read before the Public School Section, beg to report, —That the time having come when the subject of Agriculture should occupy the place on our school programme which its importance demands, we recommend that it be given equal prominence with other subjects on the curriculum at the examinations, and also that a Committee be appointed to lay Mr. Bryant's paper before the Ministers of Education and Agriculture, with a request to have it published in pamphlet form and sent to the schools and Farmers' Institutes for distribution, and that the pupils' school-work in other subjects be proportionately lessened.

The report was adopted.

The Committee appointed for the above purpose is:— Messrs. Doan, Chapman, McAllister and J. H. Smith.

Mr. W. Houston addressed the Association on "Longfellow as an Artist."

A vote of thanks was given to Mr. Houston by motion of Mr. Reid, seconded by Mr. Stewart, and he was requested to prepare a synopsis of the lecture for publication.

It was resolved that the Convention meet to-morrow, Friday, at 8 a.m.

Mr. Birchard gave notice of motion respecting a change in the time of holding the meetings of the Association, that is, during the Christmas holidays.



Hon. G. W. Ross addressed the Association on "The Formation of a Dominion Teachers' Association."

The thanks of the Association were tendered to Mr. Ross for his address.

Moved by Mr. R. Alexander, seconded by Mr. Stewart,—That this Association approves of a Dominion Association of Teachers. Carried.

Moved by Mr. Powell, seconded by Mr. Mackintosh,—That the Board of Directors be instructed to bring the subject of the advisability of the formation of a Dominion Association under the notice of the Teachers' Associations of the sister Provinces, and ask their co-operation in organizing such an Association. Carried.

Moved by Mr. R. W. Doan, seconded by Mr. A. Campbell,—That the communication from the Protestant Teachers' Association of Quebec be respectfully acknowledged, and that the thanks of this Association be tendered said Protestant Teachers' Association for their kind interest. Carried.

The Committee on the Preparation of the Programme reported as follows :—Your Committee to consider means to reduce the expenses in connection with the work of the directorate beg to report that the Executive Committee, at its usual meeting held at the close of the Convention, be requested to consider and advance, if practicable, the arrangements for the ensuing annual meeting, so that another meeting of the Committee for that purpose will not be necessary. In case the important duty of preparing the programme cannot be discharged at the time above indicated your Committee is unable to suggest a satisfactory means of dispensing with the Christmas meeting of the Directors, especially in view of the fact that the National Teachers' Association of the United States may be held in Toronto in 1891. The report was adopted.

On motion Mr. Reid was added to the Committee appointed to prepare resolutions of condolence on the death of late members of this Association.

The Convention adjourned.

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FRIDAY, August 15th, 1890.

MORNING SESSION.

Pursuant to adjournment the Convention met at 8 a.m.

The 1st Vice-President, Mr. J. J. Johnston, in the chair.

Mr. William Rannie read a portion of Scripture and led in prayer.

The minutes were read and confirmed.

The report of the Committee on the Constitution of County Boards of Examiners was read by Mr. Rannie, which showed that out of 134 examiners, in 1889, there were 64 Public School Inspectors, 13 Public School Teachers, 1 Provincial Model School Master, 25 High School Head Masters, 1 Normal School Teacher, 4 without any business being given, 3 County Judges, 2 Farmers, 9 Clergymen, 1 Insurance Agent, 1 College Professor, 6 Barristers, 1 Postmaster, 1 Registrar, 2 Physicians; making 29 in all not connected with teaching or inspecting.

Moved by Mr. Doan, seconded by Mr. Bowerman,—That the report be adopted, and that the thanks of the Association be given the Board of Directors for their diligence. Carried.

Moved by Mr. J. Brebner, seconded by Mr. Atkins, and resolved,—That the members of this Association in Convention assembled desire to avail themselves of this their earliest opportunity to place on record their sense of the great loss sustained during the past year by the Association and the teaching profession through the death of D. C. McHenry, M.A., Principal of the Cobourg Collegiate Institute, and of J. S. Carson, Esq., Inspector of Public Schools in the Western Division of the County of Middlesex, both of whom have for many years been active members of this Association, and have for a still longer period filled useful, arduous and honorable positions in connection with the work of public education. That a suitable biographical notice of each of these veteran workers in the educational field be prepared for insertion in the printed minutes of this Convention; and that copies of this resolution be sent to the families of deceased. Carried.

Moved by Mr. Mackintosh, seconded by Mr. Brebner,—That Mr. Wm. Houston be requested to prepare for the Minutes of the Association a suitable sketch of the life of Mr. McHenry; that Mr. Brebner and Mr. Dearness be asked to perform a similar duty with respect to Mr. Carson, and that to Mr. D. Fotheringham and W. J. Hendry be assigned the duty of preparing an obituary notice of Mr. Hodgson, late Inspector of South York. Carried.

Mr. Stewart presented the report of the Committee to collate the items from the Delegates' Reports.

The report was adopted.

Moved by Mr. Alexander, seconded by Mr. Hill,—That the Board of Directors be requested to place the subject, "Advanced English Schools in Rural Districts," on the programme for next meeting. Carried.

Moved by Mr. A. B. Telfer, seconded by Mr. R. Boal,—That, in the opinion of this Association, the regulations of the

Educational Department relative to giving Public School Boards in rural districts the power of introducing the Fifth Form of our curriculum of studies into ungraded schools should be amended so that in cases where said regulation is enforced the engagement of an assistant teacher to relieve the master of the junior forms be made obligatory on the part of trustees. This resolution to be submitted to the Minister of Education by the Secretary of this Association at as early a date as possible in order that prompt action be taken in regard to the matter.

After discussion the resolution was withdrawn.

The Association adjourned.

The Convention resumed at 11.10 a.m.

The First Vice-President, Mr. J. J. Johnston, in the chair.

The minutes of previous meeting were read and confirmed.

The Board of Directors reported in favor of discussing the following resolutions from the Northumberland Teachers Association :

1. *Resolved*,—That two papers should be set in the Junior Leaving Examinations in History and Geography, one in Ancient and one in Modern. Carried.

2. That all Candidates should take Botany and Experimental Physics, and that all options should be abolished. Carried.

3. That all candidates for Grade C, First Class, who are engaged in teaching, should be allowed to take the work at two examinations, part of the Mathematical and Literary work of each. Lost.

4. That examination papers for First Class Certificates should be set by examiners appointed by the Department, and candidates should be allowed the option of writing on these papers instead of the University papers. Lost.

5. That the fee for the Non-Professional Examinations should be no more than is necessary to defray the expenses of the examination. That the whole fee should be paid to the Department, which should pay the presiding examiner.

The last resolution was laid on the table for further consideration.

Moved by Mr. Birchard, seconded by Mr. Barber, and resolved,—That we, the members of the Provincial Teachers' Association, tender our thanks to the Directors of the Niagara Assembly for the use of their beautiful grounds, and for reduced rates for hotel accommodation. We also express our hearty appreciation of the kindness and courtesy which we have received from Mr. Houston, making our visit to Niagara pleasant, agreeable and profitable. Carried.

Moved by Mr. R. W. Doan, seconded by Mr. R. Alexander,—That this Association hereby expresses its sympathy with the Quebec Teachers' Association in its desire to have a common text book on Canadian History, and states that it will co-operate with the Quebec Teachers' Association in bringing about this desirable result. Carried.

Moved by Mr. Birchard, seconded by Mr. R. Alexander,—That the time of holding the next meeting of the Association be referred to the Board of Directors, and that they be instructed to use their best endeavors to fix upon such a time as will, in their opinion, be most likely to secure the attendance and co-operation of all sections of this Association. Carried.

The Convention then adjourned.

#### AFTERNOON SESSION.

The Convention met at 2 p.m.

The 1st Vice-President, Mr. J. J. Johnston, in the chair.

The minutes of the forenoon meeting were read and approved.

Mr. W. H. Huston read a paper on "Manual Training."

On the conclusion of the paper, Mr. Huston answered several questions that were asked by members of the Association.

Additional remarks pertaining to Manual Training were made by Mr. Hendry.

Moved by Mr. Hendry, seconded by Mr. Houston,—That the thanks of this Association be tendered Mr. Huston for his valuable paper. Carried.

Moved by Mr. R. Alexander, seconded by Mr. Birchard,—That a Committee consisting of Messrs. Hendry, Houston, Doan and Huston be appointed to collect statistics and information in regard to Manual Training and report to this Association at its next meeting. Carried.

Moved by Mr. R. Alexander, seconded by Mr. Brebner,—That the thanks of this Association be tendered the Toronto Daily Press for their valuable reports of the proceedings. Carried.

Moved by Mr. Doan, seconded by Mr. Dearness,—That a cordial vote of thanks be tendered Mr. Johnston for the able manner in which he filled the chair in the absence of the President, Mr. Woods. Carried.

After singing the National Anthem the Convention adjourned.

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

NIAGARA-ON-THE-LAKE.

Wednesday, August 13th, 1890.

The first meeting of the Public School Section of the Ontario Teachers' Association was held in the Pavilion of the Niagara Assembly, Niagara-on-the-Lake, on the morning of the above date, beginning at 9 o'clock, Mr. R. H. Cowley, Chairman of the Section, presiding.

Mr. R. McQueen opened the meeting with devotional exercises.

On motion of Mr. R. W. Doan, seconded by Mr. J. Duncan, the minutes of last year having been printed and circulated, were considered as read.

Mr. F. C. Powell moved, and Mr. R. Alexander seconded,—That the report on the composition and qualifications of County Boards of Examiners be sent back to the Committee with instructions to collate the information and report to-morrow. Motion carried.

Mr. Duncan moved, and Mr. J. A Hill seconded,—That the election of officers be the first order of business for to-morrow morning. Carried.

Mr. J. E. Bryant read a paper on Agriculture in Public Schools.

Mr. Powell moved, and Mr. Duncan seconded,—That the Executive of this Association be requested to publish Mr. Bryant's paper in the minutes, and that a cordial vote of thanks be tendered to Mr. Bryant for the care taken in its preparation. The motion was carried after being discussed by Messrs. Stewart, Suddaby, Mackintosh, Barber, McMaster, Hammond, McQueen, Dearness, McAllister, Chapman, Sinclair and Bowerman.

Mr. S. B. Sinclair moved, seconded by Mr. S. McAllister,—That a committee composed of Messrs. Dearness, Doan, Barber, Sinclair and Stewart, be appointed to prepare a resolution on the subject of Agriculture Teaching and submit the same to the section to-morrow morning. Carried.

The Inspectors' and Public School Sections then united, and Mr. Alexander Campbell, P. S. Inspector, was called upon to read his paper on the Management of Teachers' Institutes.

The paper was discussed by Messrs. Alexander, Rexford and McAllister.

Mr. McAllister gave notice of motion that he will bring in a resolution aiming at securing satisfactory reports of committees in cases where it is difficult or impossible for the members to deliberate upon the work assigned to them.

The Convention adjourned at 12.15 p.m.

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SECOND DAY.

August, 14th, 1890.

The Section met in the usual place at 11.15 a.m., Mr. Cowley in the chair.

The minutes of the previous meeting were read and approved.

The Committee on Mr. Bryant's paper reported.

The report was discussed by Messrs McDiarmid, Smith, Alexander, Barber and Hall.

Mr. Powell moved, and Mr. Stewart seconded,—That the Secretary of this Section be instructed to bring the report of the Committee before the General Association at its next meeting. Motion carried.

The motion of which Mr. McAllister had given notice on a previous day was introduced and carried.

Mr. McAllister moved, and Mr. Sinclair seconded,—That in any case where the Convenor of a Committee of this Section finds it difficult or impossible to call his committee together, he shall secure their opinion by correspondence with them, in order to be able to bring in a report at the next annual meeting on the subject submitted to it.

Mr. G. B. Wilson gave notice of motion to have the amount of Entrance Literature memorizing lessened.

The following officers were elected:—

*Chairman*, S. B. SINCLAIR, Hamilton.

*Secretary*, W. F. CHAPMAN, Toronto.

*Directors*, D. STEWART, A. BARBER, J. A. BROWN, R. H. COWLEY and JNO. BREBNER.

*Legislative Committee*, S. McALLISTER, W. F. CHAPMAN and R. W. DOAN.

Section adjourned at 12.10 p.m.

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## THIRD DAY.

August 15th, 1890.

The Section met at 9.15 a.m. in the usual place, the Chairman presiding.

The minutes of the previous meeting were read and approved.

Mr. G. B. Wilson introduced his motion asking that the number of selections for memorizing in Entrance Literature be lessened. Carried.

The Executive Committee of this Section was instructed to have the report of the Committee on P. S. Studies on the programme of work for the P. S. Section for next year. Mr. R. K. Row, of Kingston, introduced the subject The Abolition of Technical Grammar in Public Schools.

Mr. Doan moved, and Mr. Smith seconded,—That a vote of thanks be tendered Mr. Row for his paper. Carried.

The subject was discussed by Messrs. McDiarmid, Birchard, Dearness, Houston, Mackintosh and Barber.

Mr. Row moved, and Mr. W. Smith seconded,—That in the opinion of this meeting technical grammar should be removed from the school curriculum except so far as it may be taught incidentally in a thorough course of practical language training. Carried.

Mr. Row and Mr. Houston were appointed a committee, with power to add to their numbers, to draft a syllabus of language lessons as a substitute for technical grammar in accordance with the spirit of the resolution just passed.

Section adjourned at 11.10 a.m.

WM. RANNIE,  
*Secretary.*

R. H. COWLEY,  
*Chairman.*

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HIGH SCHOOL SECTION.

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NIAGARA-ON-THE-LAKE,

August 13th, 1890.

The High School Section of the Ontario Teachers' Association met on the above date at 9 a.m. In the absence of Mr. Spotton, the Chairman, the Section was called to order by the Secretary, when Dr. A. P. Knight, of Kingston, was appointed to preside during the Sessions for the current year.

The minutes of the final Session of last year were read and approved.

A communication was read from Mr. Spotton, regretting his inability to be present.

A communication from the Secretary of Queen's College Council was read showing that the non appearance of Messrs. Knight and McGregor at the meeting of 1889, after special arrangement had been made to give them an opportunity to address the Section, was due to a misunderstanding regarding the privilege which had been accorded them. Further explanations were also given by Dr. Knight personally, which were considered quite satisfactory, and which were consequently received.

Professor Squair, of University College, introduced the question of the propriety of establishing associations for the Teachers engaged in the several departments of High School work. This was followed by discussion, in which the various members of the Section took part. A committee was finally appointed to consider the whole matter of re-arranging the work with a view to increase the interest in and efficiency of the proceeding of the Section. The committee consisted of Messrs. McDougall, Birchard, Reid, Squair and Patterson, and were asked to present their report in the morning.

The election of officers was next proceeded with, and resulted as follows :—

<i>Chairman</i> .....	DR. A. P. KNIGHT .....	Kingston.
<i>Secretary</i> .....	DR. I. J. BIRCHARD .....	Brantford.
	O. J. JOLLIFFE, M.A. ....	Ottawa.
	W. J. ROBERTSON, LL.B. ...	St. Catharines.
<i>Directors</i> .....	J. REID, M.A. ....	Stirling.
	J. H. LENNOX, B.A. ....	Woodstock.
	A. CAMPBELL .....	Kincardine.

THURSDAY, August 14th.

The Section was called to order at 9.30 a.m.

Dr. Knight in the chair.

The minutes of the former session were read and approved.

The Committee appointed to consider how the efficiency of the High School Section might be increased, brought in the following report :

1. That in the future meetings of this Section, less attention should be given to School Laws and Regulations, and more attention to purely educational work.
2. That this Section hold a Special Session during the



Christmas holidays, and authorize the Secretary to correspond with the Secretary of the Association of Specialists, with a view to holding the meetings at the same time and place.

3. That this Section expresses the sincere hope that steps will be taken to maintain a close connection with and keep the sympathy and co-operation of the General Association.

4. That this Section recommends that the meetings of High School Teachers should be held at Easter, if the School Laws can be changed to give the necessary time, and if not that they be held at Christmas.

The clauses were discussed *seriatim* and carried as above given.

The Section then adjourned.

I. J. BIRCHARD,  
Secretary.

The following notice of motion, given by Mr. E. W. Hagarty, Principal Mount Forest High School, was received by the Secretary, but it was inadvertently overlooked, and consequently was not discussed by the Section.

Whereas, the advantages to be derived from the study of Latin in schools are *æsthetic* as well as *scientific*, and

Whereas, in the case of the Third Class or Primary Examination there is danger of too much stress being laid on the study of Latin Prose idiom for the sake of the advantages accruing under the latter head, to the neglect of the equally important advantages of *æsthetic* culture and the promotion in young and susceptible minds of a love for the *beauties* of Latin Poetical Literature, and

Whereas, it is desirable that those who stop at the Primary Examination should share in both of these advantages,

*Resolved*,—That in the opinion of this Association a judicious selection of Prose and Poetry, due regard being had both to the time at the teacher's disposal and to the illustrative value of passages selected, should be made from the Junior Matriculation Latin of each year and assigned as the text in Third Class or Primary Latin for the same year.

SPECIAL MEETING OF THE PUBLIC SCHOOL INSPECTORS' SECTION OF THE ONTARIO TEACHERS' ASSOCIATION.

NORMAL SCHOOL,  
TORONTO, 12th February, 1890.

The Public School Inspectors met at 10 a. m. on the above date in the Theatre of the Normal School, Toronto, President John Johnston in the chair. The following were also present :— Messrs. Fotheringham, Tilley, Day, Smith, Scarlett, Tom, Carlyle, McIntosh, Knight, Barnes, Brebner, Embury, Deacon, McNaughton, Michell, Summerby, Boyle, A. Brown, Platt, Craig, Curry and Dr. Spankie, Revs. Dr. Torrance and W. G. Colles.

Rev. Dr. Torrance opened the meeting with prayer.

The Secretary read the minutes of the last meeting of this section, held at Niagara-on-the-Lake.

These were, upon motion duly made and seconded, confirmed.

Moved by Mr. Knight, seconded by Mr. McIntosh,—That a committee be appointed by the Chairman to draft a resolution of condolence *re* the loss sustained by us as a body, and the profession generally, through the death of our esteemed colleague, J. S. Carson, P.S.I., of Middlesex. Carried

The Chairman named Messrs. Knight, McIntosh, Dearness and Clapp as the members of this Committee.

Moved by Mr. Day, seconded by Mr. Scarlett,—That a Committee be appointed to arrange the programme properly, by selecting for discussion the more suitable subjects on the list before us and by striking out those of less importance, or those which it might be deemed inadvisable to take up at the present meeting.

Moved in amendment by Mr. Knight, seconded by Mr. Deacon,—That the present programme be adhered to generally, subject, however, to any change decided upon by the whole meeting. Amendment carried.

Moved by Mr. Fotheringham, seconded by Mr. Michell,—That each person introducing a subject be allowed only fifteen minutes and subsequent speakers only five minutes, unless the time be extended by the majority present; further, that no person be permitted to speak twice upon the same topic, except by consent of a majority of the members present. Carried.

Mr. Tilley then read a valuable paper on Public School Sup-

port. He advised that the basis of apportionment be the number of teachers employed.

He was followed by Mr. Knight, who advocated the continuance of the present system, and by Mr. Michell, who believed that if "may" in clause 117 of the Schools Act were changed to "must" the existing evil would to a great extent be remedied.

At this stage it was moved by Mr. Smith, seconded by Mr. Fotheringham,—That the discussion be suspended in order to secure the appointment of a Committee on Resolutions. Carried.

Moved by Mr. Fotheringham, and seconded by the Rev. Dr. Torrance,—That it is desirable to have a Committee on Resolutions, and that the Chairman name the members to compose the Committee. Carried.

The Chairman then selected the following gentlemen as members of this Committee :—Messrs. Fotheringham, Michell, Tilley, Brebner and Platt.

The discussion of Mr. Tilley's paper was resumed; Messrs. Smith, Curry, Carlyle, Brebner, Deacon, McIntosh, Fotheringham, Tilley, Dr. Spankie and the Rev. Mr. Colles taking part in it.

It was moved, seconded and carried,—That the whole subject be referred to the Committee on Resolutions.

On the motion of Rev. Dr. Torrance, the Minister of Education, who was present, was requested to address the meeting.

In complying with the request, the Minister urged the Inspectors to endeavour, by all means at their disposal, to increase the average attendance of children between seven and thirteen, 90,000 of whom did not at present attend the specified 100 days. He trusted the meeting would be a profitable one, both to the Inspectors and the Province at large, and he concluded by inviting all the Inspectors to attend the Legislative Chamber on the morrow at 3 p.m. to hear the Budget Speech delivered by the Provincial Treasurer.

Moved by the Rev. Dr. Torrance, seconded by Mr. Knight,—That the thanks of the Inspectors present be tendered the Honourable the Minister for his address. Carried.

Moved by Mr. Fotheringham, seconded by Mr. Knight,—That the sessions of this meeting be as follows :—morning, 9 until 12; afternoon, 2 until 5; evening, 7.30 until 9. Carried.

The meeting, upon motion, then adjourned until 2 p.m.

#### AFTERNOON SESSION.

Pursuant to adjournment the Section met again at 2 p.m., Mr. Johnston in the chair.

In addition to those present at the morning session the following answered to their names:—Messrs. Moses, Dearness, Atkin, Davidson and Clapp.

Mr. J. H. Smith introduced the subject of the "Higher Education of the Farmer." He concluded a thoroughly practical address by moving the following resolution which embodied his views:—"Whereas it is very desirable to encourage our young people in their attachment to rural life and to retain them as far as practicable on the farm; and whereas one important means in securing these results is in providing better facilities for a more thorough and practical English Education: therefore be it resolved; that certain schools, say one in each Township, be set apart, in which agriculture and kindred subjects shall have a prominent place in the course of study; that the sum of one hundred dollars be given from the general funds of the county municipality in aid of such schools upon the following conditions, viz.: that each township, in which such school shall be established, shall contribute a sum not less than the special county grant; that the Principal shall hold a First Class Provincial Certificate of Qualification as a Public School Teacher; that the course of study shall be approved by the County Council, or a committee thereof appointed for such purpose; that no pupil be admitted into such school but those who have been regularly promoted into the Senior Fourth Class and those who have passed the Entrance Examination for High Schools, provided that in certain special cases and for certain special reasons pupils may be admitted upon the recommendation of the Reeve of the Municipality and the Public School Inspector; that such schools shall be open free to all residents of the county; that the accommodation shall be provided by the section in which the school is situated; that the conditions herein specified shall remain in force for a period of five years from the date of the establishment of such schools."

Messrs. Tilley, Deacon, McIntosh, Carlyle, Dearness and Knight gave expression to their opinions.

Moved by Mr. Tilley, seconded by Mr. Scarlett,—That Mr. Smith's resolution and the subject with which it deals be referred to the Committee on Resolutions. Carried.

Mr. Deacon then ably advocated several changes\* in the Public Schools' Act *re* compulsory education. He advised the appointment of a truant officer in each township, whose duty it should be to enforce the Act. Mr. Brebner testified to the gratifying results from the appointment of such an official in some municipalities in his inspectorate. Messrs. Clapp, Brown, Fotheringham, Carlyle, Dearness and Smith, and the Revs. Dr. Torrance and Mr. Colles offered suggestions, the general opinion being against the appointment of any more officials, although all

admitted the advisability of having the Act enforced, and not leaving it practically a dead letter as has been and is the case.

Moved by Mr. Clapp, seconded by Mr. Scarlett,—That the matter of compulsory education be referred to a special committee to be named by the chairman. Carried.

The Chairman selected the following as members of this committee:—Messrs. Deacon, Dearness, McIntosh, Carlyle, Colles, Clapp and Smith.

The Rev. Mr. Colles then introduced the subject of Greater Permanence in the Public School Profession. He advised securing legislation such that a teacher could not be removed from his position without the consent of a majority of the rate-payers and of the Public School Inspector. He further wished to have Public Schools graded into three classes, and to have the teachers promoted from one grade to another, when their experience and ability warranted such action.

Mr. Moses urged increasing the age at which candidates be granted certificates; also increasing the number of members on rural school boards.

Mr. Day advised raising the standard of examinations in Model Schools.

Mr. Carlyle advocated granting Assistant Certificates to some of the candidates.

Messrs. Michell, Scarlett, Brebner and Clapp added materially to the discussion on this important topic.

Moved by Mr. Summerby, seconded by Mr. Michell,—That the matter be referred to the Committee appointed to deal with the compulsory clauses of the Act.

Mr. Carlyle then delivered a very forcible address on Public School Inspection.

It being 5 o'clock the Section on motion adjourned.

#### EVENING SESSION.

Pursuant to adjournment the Section met again at 7.40 p.m., President Johnston in the chair.

Present—Messrs. Barnes, Carlyle, Knight, Scarlett, Clapp, Platt, Deacon, Brown, Tom, McIntosh, Smith, Summerby, Atkin, Michell, Tilley, Brebner, Dearness, McNaughton, Moses, Craig, Dr. Spankie, Revs. Mr. Colles and Dr. Torrance.

The discussion of Mr. Carlyle's paper was then proceeded with. Mr. Barnes suggested that a proposal to the Government to increase the Legislative Allowance by fifty dollars for every five years' service might be favourably entertained.

Messrs. Tom, Platt, Atkin, Knight, Brown, Clapp, Carlyle,

Smith, Summerby, McNaughton, and Rev. Mr. Colles continued the discussion.

It was finally moved by Mr. Tilley, seconded by Mr. McIntosh,—That the whole matter be referred to the following Committee:—Messrs Carlyle, Tom, Summerby and Rev. Mr. Colles, said Committee being instructed to embody the views of the Section, as expressed in the discussion, in a memorial which will be presented to the Government by a delegation to be named hereafter. Carried.

Mr. Clapp then read a carefully prepared paper on the Non-Professional Examination of Teachers which provoked a very spirited discussion, in which the following gentlemen took part: Messrs. Carlyle, Dearness, Craig, McIntosh and Michell.

Moved by Mr. Michell, seconded by Dr. Spankie,—That the matter of the Non-Professional Examination of Teachers be referred to the Committee appointed to deal with the preceding subject. Carried.

Moved by Dr. Spankie, seconded by Mr. Michell,—That leave be granted to lay before the Committee appointed to report on the mode of apportioning the Legislative Grant the following proposal:—

“ That instead of the present system of apportioning the Legislative School Grant, on the basis of population and attendance, said Grant should be apportioned equally among the Public Schools and departments of Public Schools, complying with the regulations of the Education Department, as certified by the Inspectors of Public Schools, and that said Grant should be increased.” Carried.

Moved by Mr. Craig, seconded by Mr. Michell,—That subject No. 10 in Miscellaneous, “Promotions in Town Schools,” be taken up to-morrow. Carried.

Moved by Mr. Dearness, seconded by Mr. Scarlett,—That this Convention reaffirm the position taken by this Section, last summer, *re* General Registers. Carried.

Moved by Mr. Michell, seconded by Mr. Platt,—That Daily Registers be returned to the Inspectors, as has been the practice for the past few years, and not retained in the schools, as is contemplated or ordered by the recent regulations. Lost.

Moved by Mr. Atkin, seconded by Mr. Dearness,—That No. 12, Miscellaneous, be taken up with No. 12 on the general programme, when the latter is introduced to-morrow by Mr. McIntosh. Carried.

On motion the Section adjourned.

FEBRUARY 13th, 1890.

## MORNING SESSION.

Pursuant to adjournment the Section opened at 9 a.m. In addition to the members present yesterday, the following answered to their names:—Messrs. Reazin, Glashan, Greer and Harcourt, M.P.P.

It was moved by Mr. Fotheringham, seconded by Mr. Brown and carried,—That in order that Committees may have ample time to prepare reports the transaction of business be delayed until 9.30; that this Session be continued until 12.30; that we accept the invitation of the Minister of Education to visit the Legislative Assembly in the afternoon, and that we meet here at the usual hour in the evening. Carried.

Upon resuming business the Rev. Dr. Torrance opened the proceedings with prayer.

Mr. Fotheringham presented the report of the Committee on the "Higher Education of Farmers," which is as follows:—

That in the opinion of the Public School Inspectors in convention assembled, it is desirable that provision be made in our Public Schools' Act for the establishment of a system of advanced Public Schools, more especially devoted to the interests of Agricultural Education; that the Honourable the Minister of Education be requested to have the Public Schools' Act amended in this direction, utilizing as far as possible the present Public Schools of the Province for this purpose, and that a special grant from the Legislature and the County and the Township Municipalities be made to aid the Trustees in establishing these schools.

On motion of Mr. Fotheringham, seconded by Mr. Smith, the report was adopted.

Mr. Fotheringham presented the report of the Committee on Public School Support, and he moved, seconded by Mr. Brebner, That the report be received and adopted.

Moved in amendment by Mr. Dearness, and seconded by Mr. Deacon,—That the clauses of the report be taken up seriatim. Amendment carried.

The first clause was fully discussed by Messrs. Harcourt, Dearness and McIntosh.

Moved by Mr. Tilley, seconded by Mr. Reazin,—That the report be referred back for further consideration. Carried.

Mr. McIntosh then introduced the subject, "County Model Schools," treating exhaustively on their management, length of term, supervision and inspection.

Moved by Mr. Craig, seconded by Mr. Scarlett,—That the subject be referred to the Committee on resolutions. Carried.

Mr. Knight presented the report of the Committee appointed to draft a resolution of condolence on the death of Inspector Carson, and moved, seconded by Mr. McIntosh,—That the report be received and adopted, and that the Secretary be instructed to forward a copy to the family of our late colleague. Carried.

The report is as follows :—

The Public School Inspectors' Section of the Ontario Teachers' Association beg to record their sense of the loss they have sustained in the death of Mr. Joseph S. Carson, late Public School Inspector for West Middlesex.

In his intercourse with his fellow Inspectors, Mr. Carson was uniformly courteous and gentlemanly. His ample experience enabled him to discuss educational subjects with freedom and sound judgment, and his opinion was always highly valued.

The Inspectors unanimously express their heartfelt sympathy with his widow and children, and request that a copy of this resolution be sent to Mrs. Carson by their Secretary.

Mr. Platt discussed the desirability of having an amendment to Section 129, Sub-Section 2 of the Public Schools' Act, and in concluding moved the following resolution which was seconded by Mr. Craig :—

That in case the operation of the Clause shall result in preventing the providing of adequate school accommodation, it shall be competent for the Inspector or any five ratepayers to appeal to the County Council, who shall appoint a committee as provided in Section 82 of the Act to determine the matter, whose decision shall be final. Carried.

Mr. Deacon presented the report of the Committee on Compulsory Education, and moved, seconded by Mr. Clapp,—That the report be received and adopted. Carried.

The report is as follows :—

1. That we regard Compulsory Education as the logical complement of our Free School System.

2. Realizing that the present compulsory clauses are inoperative in rural sections, we request the Minister of Education to make such amendments as will remove much of the responsibility of enforcement from the local authorities in each Section.

3. We would suggest that Assessors be required to furnish the names of all children between the ages of seven and thirteen in each Section, as per schedule appended herewith, and forward the same through the Township Clerk to the Secretary of the Section concerned.



4. The Trustees shall forward with the Annual Report, to the Public School Inspector, this schedule properly filled.

5. The Public School Inspector shall send this schedule to a Justice of the Peace having jurisdiction.

6. It shall be the duty of the Magistrate to summon delinquents to show cause, the present enactments relating to excuses to remain in force.

7. The Magistrate shall have power to impose a fine not exceeding ten dollars or to commit, at his discretion.

SCHEDULE TO WHICH THE FOREGOING REPORT REFERS.

Name of each child between 7 and 13.	Age.	Parent or Guardian.	Residence of Parent or Guardian.	Attendance. To be filled in by Teacher.	Number of days less than 100.	Remarks. To be filled in by Trustees.

The subject of "Uniform Promotion Examinations in Public Schools" was introduced by Mr. Arthur Brown, in a paper in which he gave a number of hints, by which the efficiency of these examinations may be increased.

On motion the Section adjourned to meet at 7.30 p.m.

During the afternoon the Inspectors visited the Local Legislature on the invitation of the Honourable the Minister of Education.

EVENING SESSION.

The Section resumed work at 7.30 p.m., the President in the chair. Inspector Morgan reported himself present.

The first business entered upon was the discussion of Mr. Brown's paper on "Uniform Promotion Examinations, No. 7 (miscellaneous), "Compulsory Promotion Examinations" being included. Messrs. McIntosh, Tilley, Dearness, Fotheringham, Carlyle, Scarlett and the Rev. Dr. Torrance gave expression to their opinions as to the desirability of holding these Examinations. Mr. Carlyle and a few others argued that they could not be divested of the competitive element, hence they are injurious rather than beneficial. Others argued very strongly in favour of these Examinations. The almost unanimous feeling was that the holding of such Examinations should be left to the discretion of each Inspector. The point at issue was, whether or not it is advisable to force them upon all teachers in those inspectorates in which they are held.

Moved by Mr. Craig, seconded by Mr. Clapp,—That the desirability of making the Promotion Examinations compulsory upon all teachers in those counties, where inaugurated, be left to the consideration of a Committee composed of the following members: Messrs. Brown, Brebner, Summerby, Carlyle and Dr. Spankie. Carried.

Moved by Mr. Tom, seconded by Mr. Smith,—(1) That in the opinion of this meeting the Model School term should begin the second Tuesday in January and end the third Friday in June; (2) that candidates should notify the County Inspector not later than the first of September previous as to their intention of attending the Model School; (3) that a course of supplementary reading be done by the candidates, an examination on which shall be held in December, under the control of the County Board, this course to consist of at least one work on professional work (Fitch); one work on English (Grant White's "Words and Their Uses"); one work on Canada ( ); and two works of fiction, this work to be done by candidates before being admitted to the Model School.

As the Committee on County Model Schools had not reported it was suggested that the consideration of this resolution be deferred, and this was accordingly done on motion of Mr. Platt, seconded by Mr. Tilley.

Moved by Mr. Craig, seconded by Mr. Michell, as follows,—Whereas last evening the Convention was under a misapprehension concerning the action taken by this section in August last with respect to the daily registers; and whereas it is desirable that the regulations concerning the custody of daily registers remain as they were last year: be it resolved that the motion lost last night be reaffirmed, and that the Minister of Education be requested to annul the recent regulation and to allow the previous regulation to continue in force. Carried.

The Committee, appointed to consider the remuneration of Inspectors, reported through their chairman as follows,—Your Committee on the paper assigned to us treating of County Inspectors' Tenure of Office, Duties and Remuneration beg to report that in consideration of (1) that it is now nearly twenty years since the office of County Inspector was established; (2) that the duties of Inspectors are varied, onerous and essential for the effective operation of the Public School system in our Province; (3) that all other public officials in other departments of educational work, as well as public men and officers in other lines of the public service have been recognized as entitled to increased commensurate remuneration and are now in receipt of it, we, County Inspectors here assembled and representing the Inspectors of Ontario receiving a remuneration, the basis of which was determined by enactment of the Provincial Parlia-

ment when Inspectors were first appointed 1870-1871, submit through our esteemed head, the Hon. the Minister of Education, a request to the Government, that the whole matter of emolument of our office be revised and such additional remuneration granted as the importance and extent of the service may reasonably suggest.

Moved by Mr. Carlyle, seconded by Mr. Summerby,—That the report be received and adopted. Carried.

Moved by the Rev. W. H. G. Colles, seconded by Mr. J. S. Deacon,—That Messrs. Johnson, Colles, Dearness, Smith, Carlyle and Brebner be a Committee to lay before the Hon. the Minister of Education, and the other members of the Cabinet, the several resolutions adopted by this Convention. Carried.

Mr. Brebner presented the Report of the Committee on Public School Support, which is as follows:—

Whereas great hardship is experienced through the inequality of taxation for Public School purposes, therefore,

*Resolved*,—That clause No. 117 of the Public Schools' Act should be made compulsory and otherwise so modified that it shall be within the power of County Councils to levy and pay over for School purposes an amount equal to that raised by Township Councils under said clause, and that where no county organization exists it shall be the duty of the Legislature to pay an amount equal to that raised by townships under this clause for the payment of teachers' salaries.

*Resolved*,—Further, that instead of the present system of apportioning the Legislative Grant to Public Schools on the basis of population and attendance, said grant should be distributed equally among the Public Schools and departments of Public Schools complying with regulations of the Education Department, as certified to by the Public School Inspectors of the Province, and that the said grants especially to rural schools be increased.

Moved by Mr. Brebner, seconded by Dr. Spankie,—That the report be received and adopted. Carried.

Mr. Brebner presented the report of the Committee on Non-Professional Examinations, which is as follows:—

That the regulations governing the examinations as to presiding examiners remain as at present.

In reference to the appointment of sub-examiners by the Department, that the Public School men should receive consideration.

That the Third Class Non-professional Examination papers be examined by a local county board of examiners.

That Third Class Certificates be valid only in the county

where granted, unless endorsed by the Inspector of another county.

That the minimum age of candidates receiving certificates authorizing them to teach in the Public Schools be increased.

That the name of the Non-professional Examination be changed.

Moved by Mr. Brebner, seconded by Mr. Tilley,—That the report be received and adopted. Carried.

Mr. Tom introduced the subject "Inspectors' Relationship to County Model Schools" in a short but interesting address. This matter was referred to the Committee appointed to bring in a report upon Mr. McIntosh's paper on "Model Schools."

Mr. F. L. Michell introduced the subject "Central Committee" in a comprehensive paper dealing with the number of its members, appointments and duties. Discussion on the subject was deferred on account of the lateness of the hour.

On motion the Section adjourned.

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FEBRUARY 14th, 1890.

MORNING SESSION.

Pursuant to motion of adjournment, the Section met again at 9 a.m. this morning, President Johnston in the chair.

In addition to those already reported as present throughout the sessions, Inspector Hughes, of Toronto, now reported himself.

Mr. A. Brown presented the report of the Committee on Uniform Promotion Examinations, which is as follows:—

The Committee recommend:—

1. That since in Inspectorates in which a system of Uniform and Promotion Examinations is in operation, a very serious increase of the work of the Inspectors is the consequence, greater flexibility should be given to Regulation No. 17, Sec. 1, so that in such cases visits of less than a half day each during one half year may be allowed.

2. That Regulation No. 12, Sec. 5, be amended by adding thereto the following: In Inspectorates in which a system of Uniform and Promotion Examinations is in operation, all promotions shall be subject to the conditions agreed upon by the Inspector and his Teachers' Association.

Moved by Mr. Brown, seconded by Mr. Brebner,—That the report be received and adopted.

Moved in amendment by Mr. Craig, seconded by Mr. Smith,—That the report be laid on the table. Amendment carried.

Moved by Mr. Brebner, seconded by Mr. Carlyle,—That the name of Mr. Craig, Secretary, be added to the Committee appointed to interview the Minister with regard to the resolutions passed at this Convention. Carried.

Mr. McIntosh presented the report of the Committee on Model Schools, which is as follows:—

The Committee appointed to report upon County Model Schools, while recognizing the very great benefits which have accrued to the Public Schools of the Province from the establishment of these institutions, would recommend:—

1. That every teacher in a Model School should hold a first or second class professional certificate.

2. As the value of the training given in a Model School depends in a great measure upon the character of the discipline and teaching observed by the students, from day to day, in the different departments of the school, and upon the degree of harmony existing between the methods of management and teaching practised by the assistants and those recommended by the Principal, in his lectures, it should be the duty of the members of the staff of each Model School to meet frequently during the whole year for the discussion and consideration of methods of teaching and discipline.

3. That the Public School Inspectors concerned should receive previous notice of the prospective visits of the Departmental Inspector to the Model School, so that he or they may be present, if possible, on these occasions.

4. That the Departmental Inspector should, after visiting a Model School, report on its standing and efficiency to the County Board of Examiners.

Moved by Mr. McIntosh, seconded by Mr. Fotheringham,—That the report be received and adopted. Carried.

The Rev. Mr. Colles presented the report of the Committee appointed to consider the "Greater Permanence in the Teachers' Profession" which is as follows:—

*Resolved*,—That in order to render changes of teachers less frequent, each Board of Public School Trustees in rural sections shall consist of six persons; two to be elected and two to retire annually. Resolved further that at least one, of such Trustees annually elected, should be chosen from those sending one or more children to the school for which such Trustees are elected.

Moved by the Rev. Mr. Colles, seconded by Mr. Tom,—That the report be received and adopted.

Moved in amendment by Mr. Brown, seconded by Mr. Carlyle,—That the report be received, but that action thereon be deferred until the summer session. Amendment carried.

Moved by Mr. Platt, seconded by Mr. Tilley,—That as the Minister of Education has expressed his willingness to confer with the whole Section regarding the conclusions to which it has arrived, all former resolutions appointing a Committee to wait upon him for the purpose of presenting adopted reports be rescinded; that the Secretary read these reports to the Minister in the presence of the assembled Section, and that each chairman of a Committee, if necessary, explain his report when presented. Carried.

Mr. Jas. L. Hughes then took up the subject of Kindergarten Schools, answering very fully questions upon this topic.

The Minister of Education having arrived, the Secretary read the different reports adopted during the Sessions just held.

In replying, the Minister stated that he considered the suggestions generally were of a very commendable character; that he feared that the recommendations *re* the Higher Education of Farmers were impracticable in our rural schools; that he would grant local Boards of Examiners for Third Class Certificates, but that he found it impossible to secure competent Examiners in some counties; that he would, so far as he was able by regulations, adopt some changes in the direction pointed out by the Inspectors; and lastly, as the present Provincial Legislature was about to be dissolved, he did not wish to ask for many amendments to the present Public Schools' Act.

A vote of thanks was unanimously tendered to the Minister for his reply.

Mr. Dearness presented and explained a form of General Register prepared by the Committee appointed for this purpose at Niagara.

Moved by Mr. Dearness, seconded by Mr. Atkin,—That the form submitted by the Committee be approved. Carried.

Moved by Mr. Fotheringham, seconded by Mr. Scarlett,—That the reading of his paper on the "Waste of Experience occasioned by Third Class Teachers leaving the Profession on the expiration of their Third Class Certificates," be deferred by Mr. Dearness until the August meeting, 1890. Carried.

Moved by Mr. McIntosh, seconded by Mr. Knight,—That the thanks of the Section be tendered to President Johnston, Secretary Craig and the Executive Committee for the excellent programme provided. Carried.

The Section then adjourned *sine die*.

J. J. CRAIG,  
Secretary.

CHATAUQUA PAVILION,  
 NIAGARA-ON-THE-LAKE, Aug. 13th, 1890.

The Section met at 9 a.m. in one of the assembly rooms of the above institution, Mr. John Johnston, Chairman, presiding.

Present—Messrs. McIntosh, C. A. Barnes, E. Scarlett, A. Campbell, John Brebner, John Dearness, A. B. Davidson, W. Atkin, D. McCaig, H. Reazin, and J. J. Craig.

The minutes of the Special Meeting of the Section held in Toronto in February last were read and upon motion confirmed.

A discussion took place concerning the fees collected at the Special Meeting and the expenses connected therewith.

It was moved by Mr. McIntosh, seconded by Mr. Atkin,—That the Secretary of the Section be instructed to hand to the General Secretary the amount collected, and that he also present to the Executive an account of all the expenses incurred at the Special Meeting. Carried.

The election of officers for the ensuing year was then proceeded with. The following is the result :—

*Chairman.*—J. J. Craig, Fergus.

*Secretary.*—W. Atkin, St. Thomas.

*Directors.*—John Dearness, London; A. B. Davidson, Newmarket; H. Reazin, Linden Valley; John Johnston, Belleville.

*Representative from High School Section.*—W. J. Robertson, St. Catharines.

*Legislative Committee.*—Jno. Brebner, Sarnia; C. A. Barnes, London; D. McCaig, Collingwood.

The Section in accordance with an agreement entered into last year with the Public School Teachers' Section, then adjourned to meet the latter Section, with which it discussed subjects of interest to both Sections.

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THURSDAY, August 14th, 1890.

The Section was called to Order at 11 a.m., Mr. Johnston in the chair.

Present—Messrs. McIntosh, Brebner, Scarlett, Campbell, Davidson, Barnes, Dearness, Atkin, Reazin, Craig and Jas. B. Grey, St. Catharines, also ex-Inspector McKinnon of the Industrial School, Mimico.

Mr. Dearness ably addressed the Section on the following subject:—"How to prevent the Waste of Experience occasioned

by Third Class Teachers leaving the profession at the expiration of their Third Class Certificates." Messrs. Barnes, Brebner and McIntosh, also Inspector McKinnon—who by request addressed the meeting—added materially to the interest of the discussion.

The matter was then referred to a Committee which was instructed to report to-morrow morning.

Mr. McIntosh then fully entered into the subject "Management of Model Schools." He was followed by Messrs. Brebner, Barnes and others.

The Section then adjourned to meet to-morrow morning at 9 a.m.

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FRIDAY, Aug. 15th, 1890.

The meeting was called to order at 9 a.m., Mr. Johnston in the chair.

Mr. Dearness presented the report on "Waste of Experience," etc., which was adopted.

The report is as follows:—That in the opinion of this Section,

(1) Third Class Certificates should be limited to the jurisdiction of the Board respectively granting or accepting them.

(2) County Boards be empowered to require, if they so desire, that the junior leaving certificate be the non-professional test for admission to their respective Model Schools.

(3) That County Boards be empowered to grant Third Class Certificates valid until recalled by the Board granting or accepting them.

A general discussion then took place on the recently adopted method of conducting the examinations in Drawing and Book-keeping in connection with the primary and junior leaving examinations.

It was moved by Mr. Dearness, and seconded by Mr. McIntosh,—That in the opinion of this Section the present method of examining in Book-keeping and Drawing at the Intermediate Examinations is erroneous in principle and unsatisfactory in practice. Carried.

The Section then adjourned.

J. J. CRAIG,  
*Secretary.*



## The Late Joseph S. Carson.

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It is with feelings of deep regret that we have to chronicle the death of Mr. Joseph S. Carson, Inspector of Public Schools for West Middlesex, which sad event took place at his residence, Strathroy, on Thursday, the 19th day of December, 1889. Mr. Carson was born in Mono in the County of Dufferin, on the 14th of November, 1841. He early took to teaching as a profession, his first school being at Mooretown, in Lambton, where he taught while yet scarcely eighteen. With the exception of a break of two years, most of which time was spent at the Toronto Normal School, where in 1874 he was successful in carrying off the silver medal, Mr. Carson has been constantly engaged in the work of his profession.

He taught in the Strathroy public schools about two years, when he received the appointment of Public School Inspector for West Middlesex, which he so ably filled till the time of his death. The deceased was, in the truest sense of the word, a student. He loved knowledge for its own sake. In professional and educational acquirements he ranked high, having few equals in the Province. To those who did not know him he sometimes appeared distant, but in truth he had a most kind and genial disposition. He took a deep and consistent interest in all that tended to promote the welfare of the young. As an Inspector he was one of the very best in the Province—thorough, efficient and hard-working, as the schools in West Middlesex will testify.

By some he may have been considered arbitrary, but it must be said of him that he tried to do everything for the best. When duty led he fearlessly went forward, and at times met with opposition; but was always on the most cordial terms with the teachers in his Inspectorate. He was recognized as a true friend of every worthy teacher. In 1880 the teachers showed their regard for him by presenting him with a beautiful gold watch and chain, accompanied with a complimentary address. Mr. Carson was a man of indomitable energy and will-power. He was a deep thinker and a fluent speaker. His early death in the midst of his usefulness creates a blank that cannot soon be filled. Not only in West Middlesex, but throughout the Province he will be missed in educational circles for many a year to come.

## The Late D. C. McHenry, M.A.

The painfully sudden death of the late Principal McHenry, of the Cobourg Collegiate Institute, so soon after the conclusion of the meeting of the Provincial Association in 1889, came as a surprise to all but the few who knew how severe the illness was which prevented him from attending the sessions of that body. He went to Niagara for the purpose of taking his usual active part in its proceedings, but was able to put in an appearance only for a short time on the first day of the convention. The disease which had attacked him soon developed into spinal meningitis, and in a few days it exhausted his strength and came to a fatal termination. There can be little doubt that owing to over-work, protracted through years but culminating in a few weeks of examination of papers in the Education Department, he was in no condition to withstand any severe bodily ailment, and that in a very true and important sense he was a martyr to the conscientious discharge of professional duty.

Mr. McHenry was in his lifetime an ornament to his calling. He brought to his work as a teacher a sympathetic nature, an impressive but pleasing manner, careful scholarship, and intelligent pedagogical opinions. He was in the best sense of that term a "self-made man." His education was acquired with difficulty and mainly through his own unwearied efforts, but the process of self-culture did not leave on him, as it has too often done on others, any noticeable effects of a narrowing or injurious kind. While he did not lack firmness of character he was not given to unduly asserting his opinions, and he was always able to command the respect, as he enjoyed the esteem, of all his fellow-teachers with whom he came in contact. Through his arduous labours the Cobourg High School became an important centre of educational life. Judged by the somewhat superficial test too often applied—the number of candidates who pass the various Departmental and University Examinations—his work was highly successful, but he himself took far too high a view of his profession to be satisfied with such a reputation. Character was always in his eyes more important than mere intellectual attainments as a product of educational effort, and the best testimony to his merits as a teacher on this higher side of his vocation is the reverence with which his memory is cherished by his former pupils, many of whom are rapidly rising to social and professional eminence. As an educationist his sympathies were not confined to secondary educa-

tion. He was a member of the Senate of Victoria University, his own Alma Mater, and he contributed greatly to her usefulness by his wise counsels no less than by his active exertions on her behalf. The religious side of his character was strongly marked. He was a prominent member of the Methodist Church; an active, but humble, promoter of her schemes, and a zealous and successful Sunday School worker. Whatever his hand found to do he did with all his might in the religious no less than the professional sphere.

In such a life as his, biographical details are necessarily few. He was born in Napanee, in 1840, and his early education was obtained in the same place. He spent some years in learning the printing business and in other branches of journalistic work, but at the age of twenty began as a teacher a career that was interrupted only by the interval spent in taking his University course, and that continued to his death. For the last sixteen years he was Principal of the Cobourg Collegiate Institute, to whose development he gave his best energies, and in whose service he, to some extent, sacrificed himself. By the members of this Association he will long be greatly missed. His gentlemanly bearing, genial disposition, courageous assertion of his opinions, and helpful co-operation endeared him to all, while his regular attendance at meetings made him a familiar figure.

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### The Late James Hodgson.

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James Hodgson was born at Hebden Bridge, Yorkshire, Eng., on August 24, 1811. He was educated at the Grammar School at Heponstall, Yorkshire, and acted as assistant master in a private school in Wales for a number of years. After coming to Canada, in 1837, he established a private school in Toronto, which he continued until 1849, when he was appointed Head Master of the County Grammar School at Whitby. He retained that position until 1855. After a term of years spent in business in Whitby, he resumed teaching as Head Master of the Welland Grammar School in 1859, and continued in that position until January 1866, when he took charge of the Grammar School at Weston, a position which he retained until the date of his appointment as Public School Inspector for South York in 1871. This last position he filled until June, 1886, when failing health compelled him to resign. He died on the 9th day of June, 1890.

## REPORTS OF DELEGATES.

NAME OF ASSOCIATION.	Meetings in the year.	No. of Members.	Average Attendance.	Fees.	Library No. of Volumes.	PRESIDENT.	SECRETARY.	POST-OFFICE.	DELEGATES.
Bruce, E. ....	½ yearly.	116	65	75	130	Jno. Morgan, B.A. ....	G. W. Campbell. ....	Tara .....	John Keith. Thos. Rankin.
Bruce, W. ....	½ yearly.	72	75	0 25	72	Jas. McKinnon. ....	F. C. Powell. ....	Kincardine .....	David Rennie. Eliz. A. Tomkins.
Carleton. ....	yearly.	135	75			A. Sinorle. ....	B. F. Bolton. ....	Skead's Mills .....	Dav. Stewart.
Dufferin. ....	yearly.	104	80	0 25	570	Miss Moir. ....	Miss E. Ralph. ....	Orangeville .....	M. N. Armstrong. Chas. Keith.
Durham. ....	yearly.	130	95			A. Lee. ....	R. D. Davidson. ....	Bowmanville .....	F. Woods. W. Aitkin.
Elgin. ....	½ yearly.	175	160		500	Thos. Hammond. ....	W. E. Rose. ....	St. Thomas. ....	T. Hammond.
Frontenac. ....	½ yearly.	60	50			R. K. Row. ....	A. F. Newlands. ....	Kingston .....	R. K. Row.
Frontenac. ....	½ yearly.	140	90		200	W. Spinkie. ....	J. F. Itensbridge. ....	Portsmouth .....	J. W. Hensbridge.
Glengarry. ....	yearly.	90	75		300	D. McDiarmid. ....	Jno. Sheehan. ....	Alexandria .....	W. A. Stewart.
Grey, South. ....	½ yearly.	100	66	0 25		T. Allan. ....	Wm. Irwin. ....	Flesherton .....	C. Ramage.
Hastings, N. ....	½ yearly.	105	75	0 25	270	W. McIntosh. ....	D. Marshall. ....	Madoc .....	(G. W. Sine. D. Marshall. W. McIntosh.
Hastings, S. ....	yearly.	123	120	0 25	50	Jno. Jonnston. ....	S. A. Gardner. ....	Belleville .....	A. L. Callery. S. A. Gardner.
Haidimand. ....	½ yearly.	110	80		200		C. Moses. ....	Caledonia .....	(R. C. Cheesewright Dav. Duff.
Huron, W. ....	½ yearly.	104	80	0 25		T. Murch. ....	G. W. Holman. ....	Elimville. ....	Thos. Murch.
Lambton, E. ....	½ yearly.	104	85	0 50	300	D. N. Sinclair. ....	P. Smith. ....	Wattford .....	Robt. Boal.

Lambton, W. .... ½ yearly. 130 85 ..... 135 A. B. Telfer ..... Hugh Beaton. .... Oil City. ....  
 A. B. Telfer.  
 W. S. Conland.

MINUTES.

Lambton, W. ....	130	85	135	A. B. Telfer	Hugh Beaton	Oil City	(A. B. Telfer)
Lanark	125	104	75	J. A. Houston, B.A.	Ino. Young	Smith's Falls	(W. S. Copland)
Muskoka	75	70		H. Reazin	J. N. Shearer	Huntsville	M. M. Jacques
Northumberland	153	120	50	J. Houston, M.A.	A. Barber	Cobourg	H. Reazin
Oxford	175	125	25	H. D. McDiarmid	A. D. Griffin	Woodstock	E. Scarlet
Prince Edward	95	85	300	G. D. Platt, B.A.	A. F. Greenlees	Pictou	H. D. McDiarmid
Simcoe, E.				Fr. Sherin, M.A.	S. Huff	Orillia	J. A. Kuntde
Simcoe, W.	85	90	25	Rev. T. McKee, P.S.I.	G. M. Robinson	Tottenham	J. E. Glen
Toronto	500	500	25	W. J. Hendry	A. Hendry	Toronto	(Rev. T. McKee, G. D. Wilson, S. McAllister)
Victoria W.	80	55	50	H. Reasin	L. Gilchrist	Woodville	(W. E. Smith, Donald McMillan, G. S. Suddaby)
Waterloo	75	70	50	T. Pearce	A. Hilburn	Blair	(M. B. Morris, M. P. McMaster, Rob. Burton)
Welland	120	80		M. P. McMaster	J. H. Ball	Thorold	(J. A. Hill, D. Fotheringham)
Wentworth	106	80	50	J. H. Pulman	Robt. Burton	Dundas	
York, S.	110	95	50	D. Fotheringham	Wm. Wilson	W. Toronto Junc.	

All reports show that the Legislative and Municipal Grants are paid regularly.

Calling roll is the general method of recording attendance.

Your Committee were particularly struck by the fact that in those Counties possessing the largest libraries, particularly Dufferin and Elgin, the books are extensively read, but notice with regret that most of the Associations report that their libraries are either very little used or not at all.

DAVID STEWART,  
CHAS. RAMAGE,  
S. A. GARDNER, } Committee.



## TEACHING OF ENGLISH AND LITERATURE.

J. SQUAIR, B.A., TORONTO.

[AN ABSTRACT.]

The teaching of English includes three things: teaching pupils how to express their own thoughts, how to understand the thoughts of others expressed in language, and the history of the language and literature. The youngest child in school has made some progress in each of these; he can express the greater part of the thoughts he has, he has learned tales, rhymes, sayings and prayers, endeared to the hearts of millions of his race, and he has probably had his attention directed to the fact that words are derived from other words. He is most proficient in the first of these departments—the expression of his own thoughts. About the others he cares little; he will listen to an interesting story, or will be captivated with the pleasing rhythm of simple poetry, but his sympathies are narrow. His knowledge and experience of life must be largely increased before he takes much interest in literary study.

For this reason English is perhaps the most difficult of all the studies on the school programme. The efforts of the teacher to have his pupils write good composition, or understand and appreciate the good composition of others, will be futile unless the pupils have reflected on many subjects and acquired a certain familiarity with the topics which interest men. Progress in English will be slight unless accompanied by a general awakening of the intelligence and an increase of knowledge. The study of English is thus involved in all the studies on the programme, and the difficulty of accurately defining the English master's province becomes evident. It is not form alone with which he is exercised; he will feel it his duty to do what he can to quicken the imagination of his pupils, to elevate their sentiments, to purify their tastes, to increase and systematize their knowledge, and to energize and correct their thinking, for by these means will he most efficiently succeed in raising the quality of their literary products.

At the same time it must not be forgotten that by proper exercises in composition much may be done to arouse and strengthen the intellectual activities. Ideas which we cannot express are generally vague. Knowledge is made perfect and complete by being put into words. The effort to make our

thought plain to ourselves and others is a very important part in the production of our thought. Thought-expressing as well as thought-making is necessary to intellectual progress ; consequently every lesson in school should be a composition lesson. The teacher should not rest satisfied with the assurance that the pupil has some notions of the subject in hand, he should insist upon these notions being expressed in fitting form.

There must also be, however, definite exercises in English Composition. A variety of methods, depending on the special circumstances of the pupil, will be adopted by the teacher, but the most important of all is the writing, in a connected form, of the pupil's own thoughts on some subject. To let each pupil write on what he feels most interest in is the ideal method. But it will probably be found in practice that many of the pupils take no particular interest in anything, and if left to themselves would be greatly embarrassed in making a choice. It is better for the teacher to allot subjects to the class, taking care that it be something about which the class knows something, and takes some interest in, but leaving it at all times free to any individuals who so desire to choose another subject. After the compositions are written the teacher will, as far as his time and strength permit, go over them with the students for the purpose of correcting errors and enforcing correct principles. No lectures on Rhetoric are of much use which are not based on the needs of pupils. Greater attention should be paid to clear than to elegant expression. A systematic arrangement of our thought is a fundamental matter, elegance of expression is of secondary importance. Moreover, what we consider of doubtful taste some other may think quite proper ; in such matters there can be no absolute standard. Nor should teachers be too careful to eradicate the vernacular ; they will not succeed even if they try. What the boy has learned in the first ten years of his life will cleave to him, but much may be added which will modify his first possessions. The proper object to aim at is to add to the boy's knowledge a new set of words and expressions fitted to express the new set of ideas which he is acquiring.

Learning to read, that is, to comprehend the thoughts of others expressed in language, will occupy nearly all of the remaining portion of the time of the English teacher. It is of equal importance with the department of composition. Reading helps us to compose ; composition helps us to read. They act and react on each other. Reading opens the mind, increases our knowledge, enlarges our horizon, widens our sympathies. Composition helps us to make our new acquisitions permanent. Reading should begin with that which is close to us in time, space and sentiment. Books from far-away times and places should not be used for beginners. It is only by becoming fairly familiar with what is around us that we shall get power to



understand what is further removed. True, the past does help us to understand the present, there is action and reaction, but the present must be studied first.

What students read should be complete. A book, an essay, a poem, is a work of art, and should be studied in all its parts in order to be enjoyed. Too little of this is provided for the Public Schools of our country. Not all the time should be spent on works of the imagination; good, solid reading in history, travels, science and the like, should be provided for our students. It is desirable that they be fully-informed men and women.

In connection with the subject of reading there arise incidentally such subjects as the teaching of pronunciation, grammar, and derivation.

(a) In this country there is, often in the same school section, a considerable diversity in the pronunciation of the children. To harmonize this, to make it conform to one standard, will often be a very vexatious piece of work for the teacher; but let him not take it too much to heart. There is an Ontario dialect, and to this standard all the speech of the Province will gradually conform, whatever the schoolmaster may do. It is folly for anyone to attempt to force the young people of this country to conform their speech to the standard, say of the Capital of the British Empire. People will speak as the majority speak around them. Let the teacher direct his energies to the raising of the intelligence of his pupils, and pronunciation will take care of itself. One or two practical points should, however, be attended to: let pupils have drill in vocal exercises, and let them be carefully trained in distinct enunciation.

(b) Without a knowledge of the principles of English grammar it is difficult to see how any solid progress can be made in language study. One may begin to study it too soon, and may spend too long a time over trifling details, but the fundamental principles must be understood or one can never be sure of what he writes or reads.

(c) The attention of the student should, at an early stage, be drawn to the fact that a great number of words are derived from other English words with which he is familiar. After some study of this kind the teacher may venture to draw his attention to the fact that a few large groups of words with a certain similarity of form and meaning are derived from words which do not belong to the English language, and it will perhaps be profitable for him to learn these few foreign roots, with their significations. Beyond this he should not go, for the reason that, as a general thing, intelligent comprehension of the individual words of a language is obtained only from their systematic study as parts of the language to which they belong. Any attempt to master a long list of Latin and Greek roots independently of a study of

these words in their proper connection is to be condemned. The same remarks will apply to the learning of the Anglo-Saxon forms of English words. All study of English derivation which demands knowledge which the student has not acquired in a natural and systematic way must be omitted. But a good deal can be done to give a person a clear idea of the laws of derivation without going beyond the English with which he is perfectly familiar. As new languages are acquired by him he can very easily be led to see what their connection with English is.

In the higher classes of our High Schools the historical study of English may be begun by comparing the language of such writers as Addison and Shakespeare with the language of to-day. The University has also afforded schools the opportunity of going a step farther back by prescribing Chaucer for Honor Matriculation. It is to be hoped that it will go still farther and give High School pupils who will not have the advantage of attending college the opportunity of studying the very oldest forms of English as they are embodied in Anglo-Saxon. If the study of an Anglo-Saxon primer were substituted for the study of such a book as Earle's Philology it would be greatly to the advantage of all concerned.

## THE OBJECT TO BE ACCOMPLISHED IN TEACHING READING.

BY SILAS S. NEFF, PRESIDENT OF THE NATIONAL SCHOOL OF  
ELOCUTION AND ORATORY, PHILADELPHIA.

[AN ABSTRACT.]

These two possible objects we may have in view in teaching reading:—First, we may teach it with reference to the oral expression of the thought; second, we may make the getting of thought the object. I think the latter is the correct object, and would state it as follows:—The object to be accomplished in teaching reading is to develop the power of thought-getting by means of printed or written language. I have three reasons for holding this view:—

1. Because the child must be specially developed in the direction of thought-getting.
2. Because of the relation of thought-getting to the other branches.
3. Because oral expression depends upon proper thought-getting.

To test the present methods of teaching reading as to their bearing on thought-getting from books, give a pupil a simple paragraph, and let him read it carefully and then close the book and attempt to give the substance of what he has read. He will hardly do it satisfactorily. One of the main weaknesses in educational methods has been their failure in producing definite and vivid thought conception. Pupils must be directed and stimulated in this direction.

A great cause of the difficulty in teaching the other branches, such as Geography, Arithmetic and History, has been the fact that pupils come to these studies with a poorly developed power of interpreting printed language. A boy that can explain in his own words just what a problem in arithmetic requires, can generally solve the problem.

We cannot go into a full discussion of the third point further than to say that we believe man is endowed with the power of expressing his own ideas, and if this be true then the only thing to be done with the thoughts of others is to make them our own. While it is true that man has the power of expressing his ideas he can do this only when the conditions are

natural. Nothing must interfere with his effort to attend to his ideas during the act of expression. The power to recognize the words must be automatic, otherwise the reading will be imperfect no matter how well the thought has been conceived. The remedy for imperfect expression here would be to make the word-recognition automatic before requiring the pupil to read orally. Most people are poor oral readers, largely because they cannot, or at least do not, properly attend to the thought during the process of oral reading. And this condition is in turn due to the fact that the reader has not properly overcome the difficulty occasioned by printed language. In conversation the attention is usually given wholly to the thought and the object to be obtained by its expression, while in reading the mind is apt to be too much occupied with the printed page.

The recognition of words should be taught by special exercises on the black board, and until pupils have attained to the automatic recognition of words, they should be required to give the thought definitely in their own language and not be required to read much orally.

The teaching of the various departments of this subject should be classified. Word recognition is one thing, word pronunciation is another. Getting the thought of the lesson and giving it to the teacher in the pupil's own words is another, and the most important part. If attention is given by the teacher to voice culture, this should constitute separate drill, and the same is true of body training. Criticism should generally be confined to the particular object of the drill or recitation, otherwise pupils become confused and discouraged. The teacher should know that whatever else he may accomplish, if he fails to produce correct and vivid thought-getters, he fails in the most important part of his work as a teacher of reading.

## POWERS AND RESPONSIBILITIES OF HEAD MASTERS.

MR. F. C. POWELL, P.M.S., KINCARDINE.

The aim of the framers of our school system was, no doubt, to render the system popular by placing its management, as far as possible, in the hands of the people. This course was natural, just, and necessary: 1st. Since the people were to be asked to contribute by direct taxation most of the money required for sites, buildings and general expenses; and, 2nd, Because to secure desired results all classes in the community must be given a fair share in the control of a system of education whose success depends largely upon its hearty and universal acceptance.

These conditions necessarily broadened the circle of educational operations and introduced elements of activity, and frequently of opposition, entirely unknown in most of the educational systems with which the framers of our system were intimately acquainted and under which they were educated. Hence, we must not be surprised that our system, in its practical application, has developed defects for which its framers supplied us with inadequate remedies, partly because their own experience did not lead them to expect them, and partly because they are inseparable from our system and no precaution could prevent their existence.

Much of the educational legislation of the past twenty-five years has been directed to the removal of practical defects in our system, and with such success that along some lines there now remains but little room for improvement. These improvements have, however, in most cases been made in the interest of the ratepayers. But it should always be borne in mind that teachers and pupils have educational interests as well as parents. That their interests have received considerable attention is not denied, for they are intimately associated with those of the parents, and in some cases they have been acknowledged even in the face of strong opposition from the parents. But their claims have usually been placed second by our legislators. For this reason there are some teachers, and the writer is among the number, who are of opinion that teachers and pupils have still a few grievances that might be at least partially removed, and the object of this paper is to direct attention to them, so far as they fall within the limits of the paper.

A careful examination of the Revised Statutes and Regulations

respecting Public and High Schools reveals the fact that Head Masters (the word Head Master in this paper is used for Principals of Public Schools as well as for Head Masters of High Schools and Collegiate Institutes) are given very little power though they are made responsible for the organization and discipline of the whole school. Besides their legal responsibilities the trustees and frequently the parents hold them responsible for the progress made in the several departments, though they are seldom given time to visit these departments even once every three months.

After the establishment of Normal Schools and County Model Schools we would naturally suppose that teachers trained in them might be trusted with some extension of power, but such is not the case, for our legislators seem to take every precaution to remove all positive power from the hands of teachers. Ten years ago the pupil could not leave school during the day or half-day without the permission of the teacher. To-day he walks out when he pleases if the parent so instructs him. Ten years ago the teacher could legally use the rod as an instrument of punishment, to-day he does it at the risk of being fined for assault and battery by some pusillanimous magistrate. Formerly the teacher seemed to be regarded by the law as *in loco parentis*; now an interesting paper could be written showing that the teacher is no longer *in loco parentis* in the eyes of the law. Some of the changes made in this direction were, no doubt, wise and necessary owing to new conditions, but the effect of others has been to weaken the teacher's position, to the injury of the pupil and the disadvantage of society. The opinion also prevails in some quarters that one object of late changes has been to conciliate ballot holders.

The powers of Inspectors, ratepayers, trustees, collectors, councillors, and even school visitors are definitely stated in the Law and Regulations, but the powers of Head Masters can in most cases only be inferred, and the inferences are generally so indefinite that it will usually be found dangerous to act upon them. There is great care shown in defining his duties and responsibilities, and the rights and privileges of parents and pupils. He cannot suspend a troublesome pupil for half a day even without giving elaborate explanations to parents and trustees. A suspended pupil may be reinstated without giving satisfactory apology to the teacher if the trustees so decide. Yet the Head Master is responsible for the discipline of the school.

The ventilation and heating of the school-room is frequently such as to cause great discomfort to the teachers and the pupils, and in many cases the contracting of loathsome diseases, and yet the Head Master who should always and generally does understand the laws of health, is practically powerless in the matter, though he is conscious that he and his assistants and the pupils are being slowly poisoned. He may lay the matter before

the Board of Education, but he will generally find a majority of its members either indifferent or ignorant, and his best arguments will fail to convince them of the wisdom of increasing the school tax to give the pupils and teachers an adequate supply of pure and properly heated air. The Head Master may continue his visits to the Board, and should its members be patient he may in the end be successful because of his importunity. But most Head Masters will become disgusted by repeated failure and give up in despair. The apathy of trustees and parents in this and other educational matters has surprised many teachers, and can only be explained by assuming that parents do not clearly comprehend their duties to their children, or that they wilfully neglect what should be regarded as a sacred privilege as well as a duty.

In our cities, towns and villages, economy and utility combine in dictating the wisdom of placing in one building several teachers, each of whom shall occupy a separate room in which he shall have complete control within defined limits and where he shall do his proper quota of the entire work done in the building. In size these schools may vary from two to twenty departments; and in some cases departments are conducted in separate buildings and at considerable distance from the main building. These conditions render imperative the appointment of a Head Master who becomes directly responsible to the Board of Education for the general management of the schools, and to whom, to some extent, all other teachers in the building or buildings must be responsible. This renders the assistant teachers responsible to the Head Masters and the trustees. This double relation sometimes leads to confusion and want of harmony. In our graded Public Schools the control of the Head Master is necessarily stronger and more direct than in our High Schools and Collegiate Institutes, for in many of the latter much of the responsibility is shared equally by the assistants and the Head Master, as each master or teacher is made responsible for his subjects, and all the more important examination papers are prepared by the department and the answers read and valued by men who are always likely to mete out the same justice to all. The conditions in our graded Public Schools are somewhat different. In them the Head Master or masters prepare the papers read and value some of the answers and decide respecting promotions from class to class. But in both cases the assistants should be responsible chiefly to the Head Master if the best possible results would be secured. The School Law and Regulations have with questionable wisdom left this matter largely in the hands of the local educational boards, and they, in most cases, are very jealous of their own powers, and are usually very slow in giving Head Masters any power not definitely stated in the Law and Regulations. The result is that Head

Masters too often occupy such weak positions that each assistant carries out his own plans and ignores those of the Head Master.

Should the Head Master assert his position and seek to correct the plans of his assistants and to unify the operations of the school, the Board of Education or a committee appointed by it at once becomes the tribunal before which all must appear as equals and servants: minute details must be given of the plans of Head Masters and assistants. These plans must be weighed by men, some of whom are, no doubt, anxious to do justice and promote educational interests. But others among them are frequently actuated by personal considerations. The Head Master is, in many cases, a *new* man, he has few personal friends, while some of his assistants have been servants of the Board for five, ten, fifteen or twenty years. They may be related to members of the Board by blood or marriage. Sons and daughters of the trustees may be among the number.

Religious and political influences become active agents in the investigation, and the decision arrived at will frequently depend more upon non-educational than educational considerations.

The Head Master, feeling confident of the wisdom of his plans and the importance of change and improvement, enters upon the investigation in high hopes of success; but the decision usually makes him a wiser and sadder man. His cherished plans are so tattered and torn that he can scarcely recognize them. He returns to his school duties rather vanquished than vanquisher; and makes up his mind to resign at once or as soon as a new situation can be obtained.

That cases such as that herein described are not of more frequent occurrence is due chiefly to the fact that Head Masters, aware of the nature of the circumstances and the uncertainty of satisfactory results seldom risk the consequences of investigations. They prefer to bear existing troubles and defects rather than risk their case before an incompetent or prejudiced tribunal.

Then it should be remembered, too, that Head Masters are not the only sufferers; in fact they are not the chief sufferers. The absence of proper harmony among the teachers in any school necessarily reacts upon the school and the assistants, and so retards the progress of the pupils that they become the direct sufferers, while indirectly the parents also suffer. The troubles of the Head Masters are not confined to dealing with their assistants. In many of our large schools, and especially those heated by steam or hot air, the caretaker is an important factor and may become a disturbing element. He may be careless in the discharge of his duties. The teachers and pupils will suffer in consequence. He may even gratify some petty feeling to the inconvenience or discomfort of all in the building. He may by his language and conduct weaken the influence of both Head



Master and assistants. Still the Head Master, so far as his legal authority is concerned, is powerless. Should he complain to the Board of Education he will find that the caretaker has his friends, and he is sure to make good use of them, and the Board's treatment of his conduct will be so gentle that he will return to his duties bent on having a little sly satisfaction.

The list of examples that could be given of the legal powerlessness of Head Masters has not been exhausted, but sufficient has been said to draw the attention of the Association to the matter so that part of the subject may be dropped and a few remedies suggested.

It is generally found much easier to discover defects than to suggest suitable remedies. The present subject is no exception to the general rule. Still the following regulations are suggested for general discussion:—

1st.—No caretaker or assistant shall be paid his salary until the Head Master signs a certificate stating that he has performed his duties satisfactorily during the month or quarter for which the salary is to be paid.

So reasonable and applicable is this regulation that some Boards have already adopted it with good results. It places in the hands of the Head Master a means of stamping his approval or disapproval on the work done under his supervision. By refusing the certificate he could indicate to the trustees his determination to do his duty, and to his assistants, and the caretaker the existence of a central authority competent to decide respecting the nature of the work done. The general tendency would be to give Head Masters positive as well as a nominal power.

2nd.—The services of no assistant shall be retained against the expressed wish of the Head Master.

This regulation may seem to place in the hands of Head Masters a dangerous power. But few Head Masters would exercise it except in the best interests of their schools; and should any exercise it otherwise the trustees always have a remedy since they may at any time dismiss the Head Master.

3rd.—Head Masters should have at least twenty minutes per week to visit each department under their charge.

It is absurd to hold a Head Master responsible for the organization, discipline and progress of any school, and at the same time allow him no opportunities of seeing the methods of his assistants in practical operation. The wisdom of this regulation is well vindicated in some of our large city schools by the appointment of supervising Principals. Though this plan is too expensive for most of our schools, yet a part of the advantages may be secured by the adoption of Regulation 3rd.

4th.—Assistants shall be promoted only with the concurrence of the Head Master.

The judicious application of this regulation would be attended with good results: It would impress the assistants with the necessity of acting in conformity with the instructions of the Head Master; and further, that their work would be judged by a competent person, and one directly interested in the general advancement of the school, and, therefore, likely to support all proposed promotions based upon merit. They would also be relieved by its application from the necessity of pandering to parents and trustees in order to secure promotion. They would realize that promotion depended upon honest effort and merit and not upon personal, family, religious or political influences. Wire pulling for promotion would be in constant danger of being robbed of the fruits of its labours, and would therefore withdraw from the contest and leave to merit prizes honestly earned.

5th.—Assistants shall not be engaged without the concurrence of the Head Master except by a two-third vote of the Board.

It frequently happens in practice that teachers are engaged by casting several ballots, constantly dropping the applicant having the lowest number of votes, and voting again until one of the applicants secures a majority of the ballots cast. This majority is sometimes very small, and may be in favour of an applicant unknown to the Head Master or considered by him inferior to some of the applicants dropped. Still as the law at present exists, he must accept the situation, though he is made responsible for the results that follow.

Assistants are frequently engaged without ever consulting the Head Master, especially if some influential members of the Board happen to have a favourite applicant, of whose success the Head Master has expressed grave doubts. This fact not unfrequently causes applicants to make a personal canvass of the trustees and some of the leading citizens and ministers without ever even calling upon the Head Master; and it sometimes happens that assistants are at work in their departments for weeks before the Head Master has made their acquaintance.

The adoption and application of Regulation 5th would tend to prevent these irregularities.

6th.—When the Head Master of any High School, Collegiate Institute, or Public School of more than three departments is satisfied that the sanitary conditions of his school are dangerous to the health of the teachers and pupils, it shall be his duty to notify the local Board of education in writing, stating fully all objections to the sanitary conditions, and suggesting improvements. Should the Board thus notified take no action in the matter for three months after such notice has been given, the Head Master

shall have power to lay the matter before the local board of health, which board shall examine fully into the sanitary conditions of the school and premises complained of and make a full report of the same to the Education Department.

Much has been done already to improve the sanitary condition of our schools, but most of the legislation in this direction is made to depend upon officers who are not themselves directly affected, and are therefore usually rather slow in taking active steps towards improvements. The suggested regulations would not interfere with any already in force, and might secure improvement in their operations and remove their defects.

The regulations herein suggested may seem to clothe the Head Masters with too much authority and diminish the power of trustees to an extent incompatible with the spirit of our democratic institutions. But such is certainly not the object of the writer. He is drawing towards the close of his period of service, and has professional ends to serve. His object is humane and patriotic rather than personal. He would be one of the first to oppose the regulations he is suggesting should they not operate in favour of assistant as well as Head Master, and further the best interests of education and the general public.

Most of the regulations he suggests find considerable practical support in the fact that they are already acted upon by some Boards of Education. In fact their acceptance by any Board might be left an open question were it not that where most needed they would most likely be rejected.

A careful examination of the six regulations offered will show that they give Head Masters only a veto power, and are therefore in harmony with the usual practices in our political institutions. They are also in accord with the practices in our Normal Schools, in our Provincial Model Schools, in our large private schools, in our banks, on our railways, and in our large manufacturing and commercial companies.

The subject, though imperfectly presented, is important and justly claims a patient hearing and a careful examination by the Association; and it is hoped that its claims will be heard and some action taken to have the proposed regulations, or modifications of them, added to those already in force, even though they should be added only as recommendatory.

## TEXT BOOKS.

BY MR. I. J. BIRCHARD, PH.D.

The subject assigned me by the Executive Committee, if judged by the space its name occupies on the programme, is the smallest on the list. But, in carefully considering what may reasonably be included under the title Text Books, it has appeared that the magnitude of the subject is in the inverse ratio to the length of the name. Be that as it may, the subject is a large one, and it will be possible to discuss it this evening in only a few of its many aspects. Text books are intimately associated with pedagogues, publishers and politicians, and may therefore be treated of educationally, commercially or politically.

Each phase of the subject has its own interest and importance, but for this afternoon it will perhaps be wise to limit our discussions to the educational aspect alone. And first I would remark that text books are a necessity. Like everything else they are frequently misused. Incompetent teachers, whilst using books, often spend the time and energy of their pupils in memorizing what to them are but words without meaning—mere empty sounds. Good teachers, on the contrary, without any book, frequently obtain excellent results, using only their own powers of oral teaching and such notes as they think it desirable to dictate. But the one succeeds, not because he has abandoned his book, but because his energy, enthusiasm and good sense have enabled him to supply something better; the other fails because he has not enough of those good qualities to enable him properly to utilize the material already provided for him; and without this aid his failure would only be the more certain and disastrous. I have made some observations of the effect of compelling teachers to teach a subject without any text book as a guide. In too many cases the printed page has been exchanged for the badly written, incorrectly spelled matter of a note book. The evils of text book memorizing have been usually intensified without any attendant gain. In all cases where regular, definite instruction is to be given we must have standard text books to ensure satisfactory results.

### TEXT BOOKS A NECESSITY.

Assuming then that text books are a necessity, it goes without saying that we must have the best that can be found in the

market, or the best which we can cause to be placed in the market if the best be not already there. We shall all be agreed upon that point; it is when we descend to particulars that discussion and difference of opinion will arise. I propose simply to lead in this discussion by stating some of the conditions which our text books should fulfil and the source from which such books can be obtained.

The language in which our text books are written should be pure, idiomatic English, adapted to the subject and to the capacities of the pupils for whom they are intended. Two extremes must here be avoided. For the use of children in a Public School the language should not be too heavy. The sentences must not be too long, too much involved or too complicated in any way. The page should not be too closely filled or be too solid and hard. It should not need a translation to bring it within the comprehension of the reader. It should be bright and clear, full of life and vigour, attractive and interesting to childhood. In choosing a book for children we should keep in mind the Scotchman's maxim, "It is all very well to teach the young idea how to shoot, but dinna use too big a gun." On the other hand, the attention of children is not to be caught with chaff. In seeking simplicity the authors of text books for children sometimes descend to what is childish and puerile. Familiar terms and colloquial expressions are perfectly proper in personal conversation between teacher and pupil, but are sadly out of place in a text book. Spoken language differs both in its composition and its purpose from written language. A large part of the former is to attract the attention and enlist the sympathy of the hearer. It is the means by which the personality of the teacher is brought into contact with the pupil; it is a power which is inseparable from the living voice. You cannot put that in a book. The attempt to do so can give rise to nothing but folly. The sole aim of written language is to convey thought, and if it does not do that it does nothing; it is a complete failure. The language of text books is designed to convey instruction, and for this purpose it should be clear and precise, simple when possible, always dignified and sensible. Examples both of the "lead" and the "chaff" are to be found in our books. I need not point them out; you are all familiar with them and have doubtless found them equally useless for the instruction of children.

#### HARMONY AND UNITY ESSENTIAL.

My next point is, there should be a harmony and unity in our whole system of text books. A number of subjects, of which we may especially mention arithmetic, grammar, geography and history, are begun in the Public School and continued with a

different text book in the High School. It is of the greatest importance that there should be the most complete harmony between the two books. The Public School book should afford a proper foundation on which to build, and the High School book should be properly fitted to its foundation. The two should not be independent units, but component parts of a single unit. What is learned in the Public School should be correct and permanent. It cannot be complete, it must receive additions, but should never be changed. I need hardly say to any High School teacher present that these conditions are not always fulfilled in our present books. Definitions and other matter memorized from the Public School book are found in a different form in the High School book. This is equally unsatisfactory to the pupil, the Public School teacher and the High School teacher. The pupil finds it doubly difficult to learn a new definition from the words of the old constantly recurring to his mind. The Public School teacher is angry because his work is not accepted as correct, and the High School teacher is angry because he has the work to do over again. A little care in properly fitting together the two parts of the course would remove this difficulty and render the course more smooth and agreeable. With regard to definitions it may be said that it is frequently impossible to give one which will cover the whole ground and still be intelligible to a child. This is perfectly true. New definitions must be given in many cases after the subject has been partially developed. But the new should include the old and be a mere extension of it, whilst the first should be formed with a view to its ultimate expansion. Again, there may of necessity be some overlapping of the two books. But these are minor details; the point upon which I insist is that there should be harmony between the two, that the student should, if possible, make his educational trip without change of cars, but if not, there should be no unnecessary vexation and delay in the transfer.

#### ARRANGEMENT OF SUBJECT MATTER.

The next point to which I would call attention is the arrangement of the subject matter in each book. The text book, marking out as it does the student's intellectual journey, should be without skips or breaks—to use a mathematical term, it should be a continuous function. The order of presentation should be a natural one. The growth and expansion of the human mind follow fixed and definite laws, and it is of the utmost importance that the development of the subject matter in the book should follow the laws of development of mind. All true educative processes must run parallel to and be in accordance with the laws of nature. No amount of mere theory can ever discover

these laws, or enable an author to adapt a work to their needs. Actual contact with and careful, intelligent study of the real living mind can alone determine just how that mind requires to be treated. Text books are for use in the school-room to assist both student and teacher, and if they are not practical, *i.e.*, if they do not assist the teacher in imparting and the student in acquiring knowledge in the best possible way, they fail in their purpose. It readily follows that none but practical teachers are competent to write a good text book. Others may produce works containing the requisite information, the facts may be classified, it may be written in unobjectionable English, it may have many good qualities, but it will not be adapted for use in the school-room, *i.e.*, it will not be a text book. Further, it is necessary that an author should have practical knowledge of the wants of a particular grade or class of pupils for whom he prepares his book. A great change has taken place in this particular during the last few years. Formerly the books for primary and secondary schools were written by university professors or educational officials who had some knowledge of school work but no experience in teaching the classes for which their books were intended. But by far the greatest number and the best quality of the text books recently issued in Great Britain and America are the works of the men who are actually engaged in teaching the very classes for whom they write. A good text book cannot be made to order; it must grow. Now, the practical question is how to secure the most favourable surroundings for this growth and how to secure for the services of the schools as a whole the richest and ripest fruit of the toil of the most successful workers.

#### SELECTION OF BOOKS.

This brings us to the question of the selection of the books to be used in school. We cannot now discuss the whole subject of authorisation, nor is it necessary. For the present it has been decided that we must have a list of authorised books for the use of Public Schools and for the lower classes in High Schools. It is settled also that the Minister of Education must control and be responsible for that list. I heartily approve this general principle, but there are some troublesome questions of detail to follow. The Minister cannot personally examine all the books in the market and decide upon the proper ones to introduce. He must receive advice and assistance from some source. From whom? The High School inspectors can give valuable aid with regard to High School books, but they cannot be specialists in all departments. And in the Public Schools, from their number, the inspectors cannot all be consulted. Now, I think the proper source of advice to the Minister of

Education regarding changes in the authorisation of books is this association. For many years this association has been a power in the land. The most energetic and enthusiastic—yes, and the most capable—teachers of Ontario have been accustomed to meet annually for the promotion of the educational interests of the country. Though not possessed of any direct authority, its recommendations have received the most careful consideration from the head of the department, and have largely influenced subsequent regulations and even legislation. The name of our present Minister on our programme and the presence of the Deputy Minister with us this afternoon is at once a proof of the present cordial relations existing between this association and the department and the result of cordial relations in times past. Now, why should we not do in the important matter of text books what we have been doing in other things?

#### PROPOSED COMMITTEE ON TEXT BOOKS.

For this purpose I would recommend that a permanent Committee on Text Books be appointed, said committee to consist of twelve members, four from each section, one from each section to be elected and one to retire annually. This committee might be charged with the duty of examining into the suitability of the books in use and reporting any desirable changes, with specific reasons for such changes, to the full association. The report as approved or amended might then be presented to the Minister. In addition to giving their own opinions on the merits or defects of any particular books, such a committee could render another valuable service. They might be charged with receiving the opinions and criticisms of individual teachers, reports of county associations, etc., from which an accurate estimate of the wants of the country might be made and reported accordingly. A carefully-prepared annual report of this character, prepared by experienced teachers, engaged in practical work, could scarcely fail to be a substantial service to the Minister himself and to materially aid the cause of education.

#### A FINAL SUGGESTION.

One more suggestion with a view to the production of suitable books. Let no book be authorised before it has been for a reasonable period—say one year—in the market. Let the choice be made on the merit of the book, after fair time for examination without regard to who is either author or publisher. If any man thinks he can produce a better book than those in the market let him try, with the full assurance that when a new book is wanted his book, if the best, will be chosen. Should



any book in use be considered unsuitable, and no satisfactory book be ready to take its place, let the fact be stated by the proper authority. Let it be known that a book of a certain character is wanted. Let any author or publisher who so desires endeavour to supply that want, but on his own responsibility. This is but applying ordinary business principles to the solution of business problems. Several of the books now on the authorised list were published without any promise, direct or indirect, that they would be authorised, which is a sufficient proof that the method proposed is a practical one. When the right book has made its appearance, after a fair examination, let it be authorised, and the use of the former discontinued. The books now in use are incomparably superior to those of twenty, or even ten, years ago, and it is largely through the application of the principles here enumerated that the improvement has been effected. A further and more rigorous application of the same principles will result in a still further improvement.

## LONGFELLOW AS AN ARTIST.\*

BY WILLIAM HOUSTON, M.A.

Special importance attaches just now to Longfellow, because a number of his poems, including the most important of them—"Evangeline"—have been prescribed for the University and Departmental Examinations of 1891. The object of this address is to indicate, as clearly as may be done in so limited a time, some of the aspects of his work that most deserve the attention of teachers and students.

At the outset, in order to make my position intelligible, it is necessary to state what I mean by calling Longfellow an "artist," and this is equivalent to giving a definition of the term "art" as applied to literature of certain kinds. One of the best definitions of that term I have met with is given by Prof. Seeley when he says that "Art is one of the natural forms which are assumed by joy," and that "what we call the arts are merely different ways of being happy." The joy or pleasure here spoken of must be shared by the artist with those who come in contact with his productions. He works because it gives him pleasure to do so, and in his more intense moods he works under a kind of compulsion; his work gives pleasure because it appeals to an element in the nature of his fellowmen that is in harmony with his own feelings, and as he is himself in a measure compelled to produce works of art, so in a measure he compels those who contemplate his productions to receive enjoyment therefrom. This sympathy between artist and audience is what makes art, in the sense in which I am using the term, a possibility and an actuality. Art exists because human nature is esthetically what it is, and the esthetic side of that nature is as legitimate a subject for culture as either the moral or the intellectual side.

Another definition is given of "art" when it is spoken of as the embodiment of the beautiful, or as the exercise of that kind of skill in the artist by means of which an appeal is made to the sense or faculty that discerns what is beautiful. The poet Akenside asks:—

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\* The address on this subject was delivered *extempore*, and the following paper is the result of an attempt to reproduce it in substance, and to some extent, also, in form. On some points the paper is an abridgment of the address, the object being to make room for additional illustrative quotations, and for a few closing remarks on the method of dealing with a single poem.

What then is taste, but these internal powers,  
 Active, and strong, and feelingly alive  
 To each fine impulse? A discerning sense  
 Of decent and sublime, with quick disgust  
 From things deform'd, or disarranged, or gross  
 In species?

It is not easy, perhaps it is not possible, to define "the beautiful." To say that it is what gratifies the esthetic faculty, and then define that faculty as the one that is gratified by the contemplation of the beautiful, is to proceed in a circle; and yet it is hard to give any more satisfactory account of the matter. Like the physical taste, that other "taste" of which the poet speaks, and to which poetry in general appeals, is one of the original faculties with which human nature is endowed; and as the physical taste is gratified or disgusted by certain flavours, so the esthetic faculty is gratified or disgusted by those things which are subjected to its operation. The analogy is so striking that the word "taste," by common consent, now belongs equally to both faculties.

The beautiful may be perceived by the esthetic faculty through the eye, as in painting, sculpture, and architecture; through the ear, as in music or in poetry read aloud; or through the operation of the inner power of discernment as when poetry is read or studied in silence. In every case there is the exercise of the inner power behind the outer one, but only in the case of poetry is the inner faculty even comparatively independent of the physical channel. True, poetry must, in the first instance, be either read or heard, but when it has been memorized the enjoyment almost ceases to be conditioned on the outward bodily sense. Partly for this reason, and partly also because poetry calls the intellect into exercise more directly than other art productions do, it is on the whole superior to any other as a means of culture. This was the opinion of the late Matthew Arnold, who has embodied it in poetry which is itself of a high order of excellence. In his "Epilogue on Lessing's Laocoon," he discusses the merits of poetry in this respect as compared with those of painting and music, and thus states the conclusion at which he arrives:—

Only a few the life-stream's shore  
 With safe, unwandering feet explore;  
 Untired its movement bright attend,  
 Follow its windings to the end.  
 Then from its brimming waves their eye  
 Drinks up delighted ecstacy,  
 And its deep-toned, melodious voice  
 For ever makes their ear rejoice.  
 They speak! the happiness divine  
 They feel runs o'er in every line;

Its spell is round them like a shower,  
 It gives them pathos, gives them power.  
 No painter yet hath such a way,  
 Nor no musician made, as they,  
 Or gathered on immortal knolls,  
 Such lovely flowers for cheering souls;  
 Beethoven, Raphael, cannot reach  
 The charms which Homer, Shakespeare, teach.  
 To these! to these! their thankful race  
 Gives them the first, the fairest place;  
 And brightest is their glory's sheen,  
 For greatest hath their labours been.

Even if poetry were not, from an educational point of view, the most important intrinsically of the fine arts, it becomes so from the fact that it is by far the most available. Only the privileged few ever do, or ever can, enjoy the pleasure resulting from the contemplation of the great masterpieces of painting, sculpture, or architecture. To see them even once involves expense and loss of time which only the wealthy and leisured can afford. The great musical compositions are more accessible, and afford delight to a larger circle; but they are seldom heard outside of large cities, and not very often in any but the greatest centres of population. The cost of their production under suitable conditions limits the enjoyment they give to those who can afford to attend rare and distant performances. But poetry is within the reach of all who care to study it, and the very best poetry is just as accessible as the trashiest. The beauty of poetry is fortunately independent of mechanical form, and beauty of typography may diminish rather than enhance the real esthetic enjoyment of the reader by diverting his attention from the art of the poet and directing it to that of the printer. Fortunately, in order to enjoy the best poetry, it is not even necessary to learn any language but our own. Shakespeare, by common consent, stands at the head of the world's poets, and all of Shakespeare's plays can be had in very readable form for a few cents. Quite enough of the best poetry in the English language for a lifetime's esthetic study can be had for a few dollars. What is wanted is the capacity to appreciate such art productions; the desire to enjoy them will naturally follow, and that desire will soon bring about its own legitimate gratification.

The great importance of literature, and especially of poetry, as a means of culture becomes more clearly apparent when we remember that a large part of our time is given up to recreation of some kind, and necessarily so. Life cannot be made exclusively a matter of making money, or even of acquiring what is called useful knowledge. Of all the various kinds of recreation open to those who are ordinarily devoted to serious pursuits surely reading is one of the least objectionable, provided

only that the literature read is of the right sort. The test of rightness here must be determined by the object in view. If the reading is done for recreation or pleasure, then that must be read, and ought to be read, which will give pleasure. It is the part of the educator to train the esthetic faculty so as to secure that it shall find its gratification in the better rather than in the worse class of literary productions, using the terms "better" and "worse" in both an esthetic and a moral sense. Pupils taught in school with much toil and at great expense to read will continue to read something all their after lives. Surely it is of importance to train their taste and judgment, and also to furnish them with a point of view and a method of procedure. Reading for pleasure should be very different in the case of an educated man from reading for pleasure in the case of one who is not educated. It is more than questionable whether our schools are doing all they should do for the pupils who get in them the only education of a systematic kind they are likely ever to receive. In the primary schools little or nothing is done in the way of giving an esthetic training by means of literature, and in the secondary schools not all is done that should be done. The time that should be given to the esthetic study of literature is too often devoted to mere scientific analysis of the text. Some of the latter is necessary in education, but it is even more necessary to induce a love of good literature and put the pupil in the way of making the best use of it.

It is worth while, in connection with the theory, that the most important function of poetry, as such, is to give pleasure, and that this view of it is entitled to more attention than it usually receives in education, to note what Longfellow thought of his own art. Speaking of the "Spirit of Poetry," he says:—

And this is the sweet spirit, that doth fill  
The world; and, in these wayward days of youth,  
My busy fancy oft embodies it,  
As a bright image of the light and beauty  
That dwell in nature,—of the heavenly forms  
We worship in our dreams, and the soft hues  
That stain the wild bird's wing, and flush the clouds  
When the sun sets.

Again he says of the "Singers":—

God sent His singers upon earth  
With songs of sadness and of mirth,  
That they might touch the hearts of men,  
And bring them back to heaven again.

The admission that there is sadness as well as mirth in poetry may appear to contradict the statement that it is the part of poetry, as one of the fine arts, to give pleasure; but as a matter of fact, as Longfellow tells us,

Into each life some rain must fall,  
Some days must be dark and dreary,

and mirthful poetry may well be found uncongenial when the reader is in a gloomy mood. There is at times

A feeling of sadness and longing,  
That is not akin to pain,  
And resembles sorrow only  
As the mist resembles the rain.

And the recipe is obvious:—

Come read to me some poem,  
Some simple and heartfelt lay,  
That shall soothe that restless feeling  
And banish the thoughts of day.

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Such songs have power to quiet  
The restless pulse of care,  
And come like the benediction  
That follows after prayer.

Nor are we left in doubt as to the source of their power to soothe, which, of course, is the same as giving pleasure. Having warned against the "grand old masters," whose mighty thoughts suggest "life's endless toil and endeavour," Longfellow adds:—

Read from some humble poet,  
Whose songs gushed from his heart,  
As showers from the clouds of summer,  
Or tears from the eyelids start;

Who, through long days of labour,  
And nights devoid of ease,  
Still heard in his soul the music  
Of wonderful melodies.

That is to say, as has been said in substance above, the poetry is the channel through which the artist is enabled to sympathize with the reader. The poetry suits the mood of the latter because it results from a similar mood in the former. He who can explain why the audience in a theatre are gratified by the tragedy of "Othello" or "Hamlet," need have no difficulty in admitting that mournful or even tragic poetry may become a source of the very highest esthetic pleasure. The poet is able by his art to convey in some measure to others the beauties he himself perceives in nature. Speaking of Robert Burns, Longfellow says:—

I see amid the fields of Ayr,  
 A ploughman, who in foul and fair  
 Sings at his task  
 So clear, we know not if it is  
 The laverock's song we hear, or his,  
 Nor care to ask.

For him the ploughing of those fields  
 A more ethereal harvest yields  
 Than sheaves of grain ;  
 Songs flush with purple bloom the rye,  
 The plover's call, the curlew's cry,  
 Sing in his brain.

Touched by his hand, the wayside weed  
 Becomes a flower; the lowliest reed  
 Beside the stream  
 Is clothed with beauty; gorse, and grass,  
 And heather, where his footsteps pass,  
 The brighter seem.

Longfellow's view of the function of poetry as a source of pleasure, and of good through its power to give pleasure, is plainly stated in "The Builders":—

All are architects of Fate,  
 Working in these walls of Time :  
 Some with massive deeds and great,  
 Some with ornaments of rhyme.

Nothing useless is, or low;  
 Each thing in its place is best;  
 And what seems but idle show  
 Strengthens and supports the rest.

The analogy here drawn between the art of the poet and that of the architect is both true and valuable. Not less true is the author's playful description of the effect of the visit of Pegasus to the rustic village, and of his escape from the village pound:—

Then, with nostrils wide distended,  
 Breaking from his iron chain,  
 And unfolding far his pinions,  
 To those stars he soared again.

On the morrow, when the village  
 Woke to all its toil and care,  
 Lo! the strange steed had departed,  
 And they knew not when or where.

But they found upon the greensward,  
 Where his struggling hoofs had trod,  
 Pure and bright, a fountain flowing  
 From the hoof-marks in the sod.

From that hour the fount unailing  
 Gladdens the whole region round,  
 Strengthening all who drink its waters,  
 While it soothes them with its sound.

That is to say, it strengthens just because it soothes. It would be easy to find in the writings of other poets confirmation of the correctness of Longfellow's theory of his art. This is especially true of the more poetical poets, like Tennyson, Wordsworth, and Spenser, but want of space forbids further citations.

Taking the conventional threefold classification of poetry into lyric, epic, and dramatic, Longfellow, in any elaborate analysis of his productions, must be dealt with in all three of these aspects, for he wrote in all the three forms. His dramas are the least valuable part of his writings from any, but especially from an esthetic, point of view, though the "Spanish Student" and the "Golden Legend" will repay perusal, and they ought to be read by every one who undertakes to conduct a class through the selections for next year. They afford instructive glimpses of the author's art that are not to be obtained by him who confines his own reading to the epics and lyrics set for special study. Longfellow's lyrics are more worthy of attention than his dramas; and though a considerable proportion of them do not grow on the reader with increasing familiarity, there are enough left to secure for him a safe place amongst the authors of lyrics in the English tongue. A high tribute has been paid to his merits in this capacity by the large number of composers who have set his minor poems to appropriate music. Many of these, though lyrical according to the conventional conception of that term, were not intended by the author to be regarded as songs, but the beauty of the sentiment and the perfection of the form have won for them this high distinction. In this connection such poems as "The Bridge," "The Village Blacksmith," "The Wreck of the Hesperus," "The Rainy Day," "Excelsior," "Resignation," and the lyrics in "The Spanish Student," will occur to every one. These lyric poems are in great variety of form, and many of them have been elaborated with a fine artistic sense which has left little to find fault with. It is, however, in the epic class that Longfellow's best work has been done. Some of the "Tales of the Wayside Inn," "The Courtship of Miles Standish," "Hiawatha," and "Evangeline," make up in the aggregate a sure foundation for lasting and well-deserved popularity. These should all be read by the teacher of Longfellow's poetry, as taking high rank among the minor epics in English verse, and as mutually illustrative from an esthetic point of view.

It is unnecessary to say more of the classes of poetical compositions in dealing with Longfellow as an artist. More



important are those elements of form which are common to his poems irrespective of class, and those modes of viewing nature and humanity which are independent of conventional forms. A work of art may be defined as matter and form, each of a high order, adapted to each other by one whose motive is to gratify the esthetic faculty—to give pleasure through the medium of the beautiful. With this conception in our minds what do we find in the matter, and what in the form, of Longfellow's poems which justify their selection as part of the literary work of the coming year?

We find, under the head of matter, deep religious feeling. This is expressed incidentally more frequently than dogmatically, and is most effectively shown by the author's unquestioning reverence for all that others hold sacred. Though he belonged to a sect noted for its rationalism, he describes the Roman Catholic side of Acadian life in "Evangeline" as if he were himself a Roman Catholic. His religion is practical for the purposes of this life in many of his poems, such as "The Builders," "The Ladder of St. Augustine," "The Psalm of Life"; it is consolatory in its conception of the life to come in many others, such as "Resignation," "The Reaper and the Flowers," "The Village Blacksmith," "God's Acre"; it is sombre, but not pessimistic, in its view of life's struggles, as in "The Goblet of Life," "The Rainy Day," "The Bridge," "Weariness"; and it is sympathetic and helpful always. Longfellow's poetry is sometimes playful, but we seldom find in it anything approaching humour. On the other hand it abounds in pathos, and in general this is expressed in ways that do not detract from the enjoyment of the poetry by violations of good taste. Domestic affection plays an important part in his poems, and especially love of children. He deals effectively with the stronger feeling of sexual love, depicting its workings in passages that linger in the memory on account of their exquisite beauty. Remorse, love of country, and philanthropic detestation of oppression, all find effective expression in his verse. He caught readily at the poetical side of historical events and of interesting objects. His imagination enabled him to make effective use of the few grains of sand imprisoned in an hour-glass, of the spinning of strands into a cord in a rope-factory, and of fire-arms arranged in an arsenal. Personal friendships prompted some of his most beautiful poems, occasionally addressed to friends still in life, but sometimes written of those who had gone before. His appreciation of the great masters of his own art—Chaucer, Shakespeare, Burns, Tennyson—was keen and its expression unaffected. Lastly, an intense love of nature breathes through nearly all his poetry. Much of his imagery is drawn from natural objects and scenes, and many of his poems abound in descriptive passages of great beauty and felicity of expression.

This is especially true of "Evangeline," which must be regarded from this among other points of view for teaching purposes.

Under the head of form we find in Longfellow's poetry a high degree of that beauty which depends on appropriate diction. He uses words with a precision that bespeaks the scholar; his sentences are well constructed grammatically, though he frequently avails himself of legitimate poetical license; he is somewhat restricted in his range in the use of figures of speech and falls occasionally into "mixed metaphors," but his faults in this line are comparatively venial, since the meaning is almost always clear. In his epics he uses only the simplest of plots, apparently with an instinctive trust in his own power of pleasing without the adventitious aid of a complicated tale with a startling conclusion. In structure his poems are generally symmetrical, often markedly so, as in "Evangeline," and for the most part, even when designed symmetry is not perceptible, the transition from thought to thought seems to be natural and unforced. Longfellow was a master of rhythms, having used as great a variety of them, and all of them skilfully, as any other English poet has done. None but artistic power of a high order could have handled the rhythmical forms of "Evangeline" and "Hiawatha" without making them insufferably monotonous. Within these forms there is the maximum of possible variety, and the verse flows on with an ease which is due to the exercise of that art which conceals art. So in what may be called tone-colour. Longfellow is a good rhymester, the proportion of defective rhymes in his poems being hardly greater than the proportion in Tennyson's, and not at all so great as the proportion in Byron's or in Shelley's. At least that is my impression, based on long and intimate acquaintance with their respective writings rather than on actual statistics. Like Tennyson, he responded by the fineness of his work to the pre-Raphaelite impulse of the day, and, unlike Swinburne, he never became so subservient to form as to recklessly sacrifice to it higher qualities to such an extent as to make his poetry meretricious. Longfellow falls far short of Tennyson in his use of alliteration, but he frequently uses it with good effect, especially in "Evangeline." In this, and to a less extent in other poems, the sound often becomes an echo to the sense in a way which adds a subtle beauty to the poetry, without any countervailing drawback.

A few words on the method of dealing with a poem in class-work, and these based on my own recent experience. Let me take "Evangeline" as a peg on which to hang them, though they will apply equally well, *mutatis mutandis*, to any other of the prescribed pieces.

1. "Evangeline" should be first read over by the pupil without any preliminary explanations, and without any help from any quarter. Even a biographical account of Longfellow will

do more harm at this stage than good. The reading should be done by the pupil privately, and done so often as to make him quite familiar with the poem in text, plot, structure and other characteristics. At each reading he should go through it from beginning to end, not take it up piecemeal, because, as a work of art, the view of the poem as a whole is the most important view that can be taken of it.

2. When the poem is taken up in the class, the first thing to be ascertained by the teacher is whether all the pupils have mastered the text. They will find four classes of difficulties in their way: (1) Words that they do not know or that are used in unusual senses; (2) grammatical constructions that leave the meaning obscure; (3) imagery that is not to them self-explanatory; and (4), references to persons, places or events with which they are not acquainted. Glossarial help in the case of "Evangeline" is not much required, and the residuum of unknown words, that remains after frequent readings, can be given by the teacher in one lesson. Not much difficulty will be found in the construction of sentences as compared, for instance, with those of Tennyson, and the few that need explanation can be speedily disposed of. Any figures of speech that are not understood, or that are misunderstood, can be easily cleared up; and allusions and references need not occupy much time. The object in all this is textual understanding simply. All considerations of other kinds, while they may intrude themselves to some extent, should be kept in the background as much as possible.

3. A brief discussion of the motive or artistic purpose of the author may come next—brief at this stage, because it will, in any thorough esthetic treatment, constantly thrust itself on the attention of the class. The motive here is partly avowed. It is to depict "affection that hopes, and endures, and is patient," to set forth the "beauty and strength of woman's devotion." This is done in a poem, because the poet instinctively feels that in this way he can best give expression to his own conceptions, and best secure the sympathy of those who read the story. Why this is so is a legitimate subject of discussion with a school class. I may observe in passing that the poet's motive is not to give a particular version of an historical episode, and that he had a right as an artist to invent a plot for his artistic ends if he had chosen to do so, as Shakespeare did in his "Tempest," for example.

4. The plot or story itself may come up next for discussion. It is simple, so far as the poem is concerned, and the wise teacher of literature will not waste much of his already too brief time in discussing the historical points raised. No examiner with a particle of common sense would think of asking a question about the history of the period beyond what is given in the poem. It is worthy of note that Longfellow, as the narrator,

does not condemn the expatriation of the Acadians, though, naturally and artistically, he puts strong expressions of indignation in the mouths of the Acadians themselves.

5. The structure of the poem can now be advantageously discussed. It consists of two parts, the first preceded by a kind of prologue, the second followed by a kind of epilogue. Between prologue and epilogue there is a curious parallelism, but with a thoroughly artistic differentiation. Each part has five sections, and each section has an episode or description of its own. One of the most significant features of the poem, artistically viewed, is the hiatus in time between the first and second parts.

6. The contents of each section come next, special attention being given to felicities of diction, the use made of human feelings, descriptions of or references to natural objects or scenery, passages marked by the exceptionally skilful employment of artistic devices such as rhythm, rhyme, onomatopœia, etc.

7. Some time should be given to a study of the persons or characters—Benedict and Basil, Evangeline and Gabriel, the parish priest and the notary—trying to master the poet's conception of each, and ascertain whether each acts, where he acts at all, consistently with that conception.

8. A few lines here and there should be committed to memory—the whole of the prologue and epilogue, the description of Indian summer, the description of "Evangeline" in the first section of the first part, the closing lines of the fifth section of the first part, the description of the mocking-bird in the second section of the second part, the description of the compass plant in the fourth section, the reunion at the close of the second part, etc.

9. The pupils should be advised, if not required, to read other poems for purposes of comparison. They will find the process interesting and the work light. Those that lend themselves most usefully to this service are "Miles Standish" and "Hiawatha," and comparison may include elements of form and of structure as well as of plot and of contents.

It is needless to point out that for this kind of treatment—and nothing less will suffice—(1) the pupil should have all of Longfellow's poems before him, and (2), comments and explanations contained in notes, except glossarial help, are a hindrance to effective teaching.

## MANUAL TRAINING.

BY W. H. HUSTON, M.A.

Manual Training is a term very general in its application. Strictly speaking, it includes all those departments of training and instruction that have as their object the training of the muscles of the hand, and (using the term more generally) of the arm and leg, and in fact the whole body—for the successful performance of any act. The category of manual training subjects extends, therefore, from the playing of scales on the pianoforte, or the manipulation (if the word may be used in this sense) of the pedals of an organ, to the dressing of a fowl or the garnishing of a calf's head for an elaborate dinner. Penmanship and plowing, drawing and digging, painting (in the fine arts) and the papering of the walls of a house; carpentry, blacksmithing, wood carving, knitting, sewing, embroidery, lace-making, and every description of ladies' fancy work, are comprised by the term. It would have been well had the fact that the term is widely inclusive been always remembered. The advocates of the Manual Training—the extremists who can see no good in any ideals of education other than their own, have done much to injure their cause by assuming that their system of workshop training has the principal right to be called *Manual Training*, and, in fact, that no other department of manual activity—such as agriculture—has any right to the name; although, strange to say, they have spent much time in the endeavour to prove that the Manual Training school—i.e., the new *Manual Training* school, should receive the credit of all the advantages derived from the study of drawing; this, too, in spite of the fact that, as everyone knows, drawing was on the school programme long before the workshop was thought of as an educational adjunct.

It is right, too, for the *opponents* of Manual Training—in its newer and more specialized sense—to remember that, in reality, the introduction of the work of the shop, or the elements of needlework or cooking, does not imply any change in educational principles. The teaching of drawing, of penmanship, and of the bayonet exercise, can be regarded in no different way to that of the hammer, the saw, or the turning-lathe. Were this fact kept in mind, there would be far less outcry against Manual Training than has occurred. Whether the principle of hand-training be right or wrong, we are already committed to it, and the question, this afternoon, is not whether Manual

Training shall be taught, but rather to what extent it shall be taught, and whether we shall go so far as to teach that department of it which, by degrees, is attracting to itself the name Manual Training, *i.e.*, work in the shop.

I purpose, very briefly, to outline the advantage of shopwork as a subject of school study, and to indicate the extent to which it can safely be adopted. In limiting myself to shop-work I would beg leave to say that it would be a great pleasure for me to see introduced into our schools some other department of work in the interest of our girls and young women. A thorough course in needlework—in the widest acceptation of the term, and of cooking, and general housekeeping, culminating in interior decoration and house furnishing, would, I am sure, be of the utmost gain to our girls, and would render it less necessary for parents wishing to give their girls a really good education, to take them away from our High Schools, where, unfortunately, in spite of the strong determination of the teachers, everything is sacrificed to the interests of those who intend to enter the teaching profession. Were some such course instituted, far fewer of our girls would be attending schools outside the national system.

But the thought of this paper is concerned with the workshop. And in stating what I consider valid reasons for the introduction of shopwork, I would by way of preliminary say that my own heart was won over to the department by its wonderful uplifting influence on neglected boys in that grandest of educational institutions in this Province, the Industrial School at Mimico. For four years it was my privilege to see very much of the wonderful transformation accomplished in the Victoria Industrial School. So surprising were the results that I was led to conclude that the boys in that school are really more fortunate in some regards than their brothers in the ordinary city school. I perceived more and more clearly the educative influence of the carpentry, tailoring, farming and baking, till at last I became firmly persuaded that our boys and girls would everywhere learn more and learn better were they daily to give a part of their time to such work. It was with this persuasion that I consented to accept my present position in Woodstock College, which had committed itself to the establishment of a Manual Training Course. During the past year I have been a very careful observer of the effect of the work on our students at the college. It has been my good fortune to work among the boys, to see them taught, and to note in a quiet but very careful way their progress. I am bound to say that my estimate of the value of the course has continuously grown. There have, I think, been minor mistakes, but they are inevitable in what is new and will not occur next year. All in all, most excellent results have been obtained.

But some may argue at the very outset that, whether the results are good or not, it is not the business of the State to teach a trade. We hear too much nowadays in ridicule of "bread and butter" theories of education; for after all we cannot well get along without at least a little of the despised article. Say what we may, the first duty of a school is to put the child in the way of living, of living leisurely and enjoyably if possible, but at any rate of living. On what other ground is the boy taught spelling and figuring, the lad penmanship, the young man law or medicine, if it be not to put him in the way of living? For while it stands true that the best way to teach how to live may be not to deal in the school with the identical things that will surround the student in his later life, but to choose a course that may by discipline strengthen the mind, still, if such a course does not eventually render him capable of living, enjoying life and profiting from life, it has failed in its object.

For my own part I can never give the first place in an educational system to anything save the humanities. The study of literature, ancient and modern, the coming into contact with beautiful and ennobling thought, and the endeavour to cultivate the faculty of noble thinking and right living, must always, it seems to me, be the first and chief part of any system that rises above the beggarly elements. The training of the hand must ever fall below that of the mind which directs the hand, and the training of the intellectual qualities must in turn yield the first place to that of the emotions. Yet we must remember that certain studies must be taught because of the value of the skill acquired or information gained in their pursuit. In every system of education the work must be suited to the needs of the children. What a change would take place in our Public School programmes were it to become the general thing for our boys and girls to take a High School Course!

And as to teaching a trade, even if Manual Training really means the teaching of a trade, it is too late for the educationists of Ontario to object. It is now impossible to turn back from the educational plow (at Guelph or anywhere else). We have already decided that it is right and wise to teach trades, or professions if you will, for there is no difference. Witness the new Department of Law in the University of Toronto, in which lectures are delivered at public expense on a purely technical subject. Should it be objected that these lectures have a general educative value, the same cannot be said of the Microscopy, or Midwifery of the Medical Department of the same University. Are young men not taught a trade when they are daily instructed how to cauterize a wound, to cultivate Bacteria, or cut a leg off short? Nor can it be argued that it is to the interest of the State to have good lawyers and good doctors. For if doctors, then horse-doctors, and much more dentists; if artists, then architects,

then builders and carpenters; if mineralogists, then smelters and blacksmiths. The truth is that the State can do anything it wants to do, and if it desires to train a carpenter as well as an engineer; a barber, or butcher, or dentist, as well as a surgeon, who can find fault? And, apart from the rightness or wrongness of the principle, we are in Ontario firmly committed to trade teaching.

And why should the fact that a study proves directly useful in after life not be an argument in its favour rather than against it? And a training in shopwork does indeed put one into a position of power by its very practicalness. Who has not at times wondered in the purchase of a book-case, or in the charges for a tile drain? Were our public men more experienced in the ordinary everyday things of life we should have better pavements, better sanitary arrangements, and better everything; while rogues and scoundrels would have less facility in overcharging for inferior work. The boy that takes a thorough course in shopwork is able when he leaves school to give an intelligent order to a mechanic, builder or architect, explain it by a drawing if necessary, and to feel himself at the same time able to defend himself against poor workmanship and poor material. It is not, after all, very strange that amongst the Jews every boy learned a trade, the thought being that it was a good thing to fall back on, and serve as a protection against unscrupulous men.

But manual training does not make a tradesman. While it is certainly true that a boy who takes a four-year course in carpentry, wood-carving and turning, forging, machine-work and general construction will rapidly learn a trade, still this can be no more an objection than might be urged against the teaching of arithmetic on the ground that it is useful to the clerk in the dry goods store. However, the strong claim of Manual Training to recognition as a school to a place on the school programme is based on its educative and disciplinary value.

For in the first place it trains the hand and eye and other physical faculties. Since we are physical creatures this is a very desirable thing. "A sound mind in a sound body" does not imply merely brawny muscles and well developed chest—the world is running wild to-day over athletics—but it much more implies, it seems to me, an eye trained to notice and to distinguish, and a hand capable of doing just what is needed.

But shopwork trains and disciplines the mind as well as the hand. When I say this I am conscious that it daily grows more difficult to distinguish between what is mental and what is physical, for every physical act is to some extent a mental act, and is not only brain-effected but also brain-affecting. A person engaged all the time in one simple monotonous act is not liable to be possessed of the brain power that belongs to the person



whose occupation leads him to vary the character of his daily toil. This is probably the reason that the play-ground is so valuable educationally, not perhaps so much that the brain is rested by the change as that by the variety of exercise it is fed and strengthened—altered in its arrangement and material.

Moreover, apart entirely from this, the workshop is one of the best places to train in habits of order, neatness and method. The bench, the chest of tools, the tools themselves, the material used and the machinery, all afford easy and unfailing opportunities for the teacher to foster the habits mentioned. To keep things in their places and to take exactly the right steps in performing an operation can be acquired in a workshop better perhaps than anywhere else. The very tangibility or materialism of the things used makes it possible for a student to arrange and re-arrange, and thus of his own self to correct, improve and perfect much better than in dealing with abstract things, which he cannot so well keep in view.

And again, I have noticed that thoroughness can be better taught in the workshop than almost anywhere else. It is so easy to make a mistake, and it is so visible when made that students become very careful, especially when they know that imperfect work is absolutely refused. The perseverance and watchfulness thus developed are most desirable qualities in a lad; and boys that have been given up as worthless in ordinary school work have, by their success in the shop, been encouraged to take an interest in his work.

Moreover, there is a sense of power begotten in dealing with substances so easily altered and shaped as wood, red-hot iron and molten lead; and the boy is at the same time brought into contact with the most ordinary things and learns to take an interest in them. Thus all things become new. The car wheel is examined to see whether it is made of metal or paper, the bridge to discover the nature of its support, the bookcase to learn the way it is jointed, and so with everything. The boy is taught to sympathize with the great busy world around him, and what is even more important retains that curiosity, that spirit of investigation which is so characteristic of the child in those younger days when it learns so much, but which I am afraid is often destroyed by the routine of our schools.

Of still more importance is the training imparted in planning and creating. In all Manual Training Schools the student is required to make a drawing to a scale of the object he wishes to construct, and then to work from it. In original work, there must first be in his mind a general conception of what he wants, then comes the thought of the exact form and size, then follow measurements and calculations, and then the drawing is made and worked to. I know of no more valuable training than this, but lack of time prevents further dwelling upon this point.

In connection with the mental value of a course in shopwork, I would direct attention to two things: 1st. That in this, as in everything else, boys may be improperly taught; hence the necessity of putting the work in the hands of teachers of experience, and not in the hands of mere mechanics or machinists, no matter how skilful they may be. At Woodstock we are fortunate to have on our staff men who naturally take to mechanical work. This last year three of the teachers were engaged in teaching in the shop, and we are arranging for teaching help from others of the staff. Thus and thus only will it be possible to make our course valuable educationally. 2nd. That in addition to the mental advantages already enumerated as resulting from workshop practice, there is this to be kept well in mind: the workshop should be regarded in its educational relations more as a mathematical and physical laboratory than as anything else. This has not always been kept sufficiently in view by the advocates of this branch of school work. It is, however, being more and more recognized as its chief function. It can be easily seen how wide a scope is offered for the application and explanation of mathematical forms and principles, and for experiment in physics.

But most important of all is the moral effect of a course in shop-work. It has been urged against our schools that they alienate the affections of our young people from the farm and the workshop; and while this alienation has perhaps been over-rated, I am myself aware of boys who have entered school hoping to get a training that would the better fit them for farm life, who have lost their first love as they have proceeded with their work. No boy can for four years undergo a course of training in a shop and all it implies and fail to learn to regard manual labour as most honourable.

It was my intention to outline a course of work from the Kindergarten to the University, but this I cannot do for fear of proving burdensome. Suffice it to say that well-planned and carefully graded courses are now provided in the schools in which the work is taught. Of necessity some time must be spent in learning how to use and care for the ordinary tools of a carpenter. With us the object is to make the boy discover for himself these things. Then a graded course of exercises is followed out, intended to give skill in the use of tools, a knowledge of the properties of wood, and the most advantageous way of utilizing material. After the ordinary carpentering comes wood-turning, then more advanced work in carpentry, then wood-carving, blacksmithing, casting, machine work, and construction of machines and engines, illustrating the departments of mathematics and physical science.

The question is often asked to what extent can the system be used in our public and high schools. While experience seems to show that a boy younger than twelve years cannot profitably

begin the use of tools, there should be in every public school a bench or two with as many complete sets of tools. Now that a really good kit may be procured for \$20 or less, there should be no difficulty in securing these. The older boys might profitably use them and follow out the plan of work generally adopted. An hour a day will accomplish wonderful results. In the junior classes preparation should be made for tool work. The Kindergarten, clay modelling and drawing will give sufficient work, and will, if carefully taught, lead right up to the use of tools.

In the High School it is not too much to hope for a complete workshop with twenty or thirty kits of tools and an instructor capable of teaching the work. Any teacher who is of a practical turn can, in a few months, acquire skill and knowledge enough to teach the carpentry, and a special course during the summer vacation in a machine shop or in a factory alongside a good workman will enable him to acquire sufficient skill as a wood-turner, or carver, or blacksmith, to warrant him in adding any of these departments to the course. An hour a day, or even every other day, is all that is necessary to make the course profitable.

In the University the shop work will grow into the study of machinery, the enquiry into the heating power of fuels, the expansive power of vapours, the generation and storage of electricity, the study of architecture, the application of chemistry to the various industries; in fact there is no limit to the development of the work from the beginnings already made in the School of Science and the physical laboratories of Toronto University. As yet, however, it is impossible to outline what such a course should be, and we must be content to hope that it will not be long before the same unanimity in regard to the advanced course may be found as now exists with reference to the work in its earlier stages.

## MANAGEMENT OF TEACHERS' INSTITUTES.

MR. A. CAMPBELL, P.S.I.

In dealing with the subject which has been assigned to me, "The Management of Teachers' Institutes," I shall not attempt to treat it exhaustively, but shall be fully satisfied if I succeed in *introducing* it, and in evoking some *thought*, which may lead to a *general and profitable discussion*.

For a number of years the Institute has been steadily growing in power and influence. During the last decade there has been a marked improvement in the character of the work, in the interest manifested in it, and in the active part taken in the exercises by the members of the teaching profession. It is now pretty generally acknowledged that the Institute forms a very important part of our educational system, and it is quite evident that a good deal of our educational advancement can be traced to its beneficial results. It has aimed at bringing the teachers together, and binding them in a closer bond of union. It has endeavoured to cultivate that *esprit de corps* which should be one of the distinguishing badges of our noble profession. By social intercourse with co-labourers in the same field, it has oftentimes helped to remove heavy burdens, to encourage despairing hearts, and to send teachers back to their duties with renewed energy and enthusiasm and with higher and nobler views of the important work in which they are engaged. It brings together, from time to time, men and women of matured experience, who are well qualified to point out defects in the system; and it has thus been the means, through the Provincial Association, of moulding largely the school law and regulations which are now in force throughout the Province. By means of lectures, essays and discussions, there has been an earnest endeavour, not altogether unsuccessful, to turn the attention more and more to the great principles which underlie all rational and successful teaching. Through the instrumentality of lectures on psychology and physiology, attention has been directed to the laws that govern the development of the faculties of the mind, and to the proper order and method of presenting the exercises and studies that are best calculated to develop these faculties.

Having thus briefly shown the important place which the Teachers' Institute occupies in our educational system, it is clearly the duty of educationists to avail themselves of this important factor, and endeavour by all means to make it more

efficient, so that the good which has been accomplished in the past may be but a faint shadow of the grand results of the near future.

In the management of the Institute, the first important duty is the preparation of the programme. I wish to refer very briefly to three characteristics of a good programme. It should be instructive, practical, and attractive; and in preparing it these three characteristics should be kept steadily in view.

In endeavouring to make the programme *instructive*, we have had in the past to utilize the means and material within our reach. And here I might say, that at some of the most successful conventions held in my inspectorate during the last thirteen years, we have had no outside help whatever. The teachers came forward cheerfully, and took the part assigned them in the most creditable manner. Still as we meet twice a year, and as there are only a few teachers in any district who are prepared to take important subjects, it becomes necessary, at least once a year or once in two years, to have outside help. We have had some very satisfactory and excellent work at our conventions by one of the public school inspectors, and I have no doubt we might avail ourselves to a much greater extent of this interchange of inspectors at our conventions with profit and satisfaction. The Institutes have been greatly benefited in the past by the lectures and practical teaching of the directors. Some of us have listened with great profit and interest to the most instructive addresses and educational talks given by these worthy gentlemen from time to time. While willing to give them full credit for their excellent work in the past, I may say that I often hear it hinted that their work is nearly done, and that some new departure is necessary in the near future. What that new departure may be I am not prepared to say. Some are advocating the appointment of specialists in the various departments. Were the Government to make a wise choice, I have no doubt that education would receive a new and powerful impetus through their skilfully directed efforts. In considering this question, it should be borne in mind that on account of the rapid strides that have been made by educationists in the study of the faculties of the human mind, and of the most scientific methods of developing them, it is absolutely necessary that those who undertake to conduct Teachers' Institutes should be well abreast of the times in all that pertains to the science of education, and in the most approved methods of teaching all the subjects of the school curriculum. They should also be thoroughly competent to communicate their thoughts in a clear, forcible and attractive manner. Without these qualifications their addresses will be neither instructive nor beneficial.

Personally, I am strongly of the opinion, that the Government of this Province should not delay much longer the estab-

lishment of a chair of Pedagogy in our University. The Professor occupying that important chair would, from the very nature of his work, be eminently qualified to conduct Teachers' Institutes when not otherwise engaged. Devoting his whole time to the study and development of the philosophy of education, his influence and power for good would soon be felt from one end of the Province to the other. As a result of his lectures in the University, and at Teachers' Institutes, it would only be a question of time, when hundreds of practical teachers would be fully qualified to take up any of the subjects that pertain to the duties of the school-room in a manner that would reflect the greatest credit on themselves, and contribute materially to the benefit of the younger members of the profession who had not received the same advantages. Unless we make the programme instructive, we need not expect to be able to induce teachers to attend, or to take any interest in the work of the Institute.

In the second place, the programme should be *practical*. The exercises should deal principally with the ordinary duties of the school-room. Whenever available, classes should be in attendance, so as to give an opportunity to the lecturer or teacher to illustrate the principles *enunciated by actual teaching*. To encourage pupils who assist by their presence, some acknowledgment should be made, such as presenting them with complimentary tickets for the evening entertainment. In treating *some* subjects, better results will be obtained by forming the *convention* into a class. While there should certainly be some *variety*, I do not think it wise to take up *too many* subjects at any one convention. For instance, the programme of one convention might deal principally with *language*, while that of the next meeting would be devoted largely to *mathematics*. At any one of these meetings, however, papers might be read, and addresses delivered, on discipline and general management, or on any of the subjects that are calculated to aid the teacher in the discharge of his important duties.

I now come to the third characteristic of a good programme. It should be *attractive*. We often dwell on the necessity of making the work of the school-room as pleasant and attractive as possible. The arguments that are used in the advocacy of such a course may be used with equal force in advocating a similar course in preparing a programme for a Teachers' Institute. Attendance at the meetings of the Institute is to a great extent voluntary on the part of teachers. I am aware that Regulation 82 says: "It shall be the duty of every Public School Teacher to attend continuously all the meetings of the Institute held in his county or inspectoral division, provided the time so spent shall not exceed two school days in each half year, and in the event of his inability to attend, to report to his Inspector, giving reasons for his absence." Perhaps it would

not be wise to make this regulation more binding, although it can readily be seen that advantage may be taken of the last clause.

I may say here, that so far as my own district is concerned, it is exceedingly gratifying to see the excellent attendance, and the lively interest taken in the work of the Institute by the teachers of the inspectorate. Teachers who require to hire a conveyance, and drive twenty or thirty miles in order to be present, knowing at the same time, that it will cost them at the very least six or seven dollars, must practice a certain amount of self-denial; hence the advisability of making the programme *attractive*.

No doubt a considerable amount of attractiveness can be given to the programme by careful attention to the characteristics which have been mentioned already, viz., the *instructive* and the *practical*. But there are other features which should not be lost sight of. Besides a number of short and pithy essays, there should be examples of good elocution, music, kindergarten songs, and calisthenic exercises. There should always be a conversation, a popular lecture, or some other public entertainment on the evening of the first day, at which the very best talent procurable should be employed.

At some of our evening entertainments, we employed some of the very best elocutionary talent that could be got. The readings and recitations were interspersed with choice music, and the result was that the teachers went home from the convention perfectly delighted.

Besides making the programme attractive, the room where the convention is held should be made as attractive as possible. Mottoes, bearing on the teachers' work and profession, should be put up in conspicuous places. Pictures, flowers and plants, borrowed for the occasion, should ornament the room, and also the concert hall. These decorations should never be neglected. They teach a *silent*, but at the same time a *powerful* lesson in *aesthetics*, and scatter golden seed which at no distant day will yield an abundant harvest.

At one of our conventions in Kincardine, a very pleasant innovation was introduced in place of the usual evening entertainment. The teachers of the town invited all the outside teachers to a social gathering. The social was held in the Odd-fellows hall, which was beautifully decorated for the occasion. The supper was held in the large dining-room in connection with the hall. After supper there were songs, toasts, and speeches. I need not tell you that nothing stronger than coffee or tea was used on the occasion. The entertainment consisted of music, impromptu speeches, and social chat. Historical pictures, charts, microscopes, botanical, and zoological specimens were provided for the amusement and instruction of the

company. Altogether it was a most enjoyable gathering. We were all so much delighted with the innovation, that we are sure to have another similar assembly in the near future. I have no hesitation in recommending it to you as a most popular entertainment.

#### PREPARATION AND EXECUTION OF PROGRAMME.

Having thus briefly endeavoured to point out a few of the characteristics of a good programme, I wish now to say a few words on its preparation and execution.

The preparation of the programme should be entrusted to the Executive Committee. It is hardly necessary to say, that the Executive Committee should consist of the ablest and best teachers in the inspectoral district. The success of the meeting depends to a very great extent on their good judgment. The Director generally sends a list of subjects for the executive to select from. Teachers should be requested to send a list of subjects which they would like to hear discussed, either to the Inspector or Secretary. The Inspector should be in a position to select teachers that are well qualified to teach or discuss special subjects. The time allowed for introduction and discussion should be indicated on the programme. In introducing a subject, teachers should be allowed to choose between an address and an essay. Some of the very best essays ever read before our Association were prepared by ladies.

The essays should be short, never exceeding fifteen minutes. Essays containing valuable matter, or exhibiting literary merit should be published in the local papers, and also in the educational journals. The Inspector should keep careful memoranda of the mistakes and causes of failure of young and inexperienced teachers, in teaching, discipline, or dealings with parents and trustees. While these should be private, the Inspector might deal with these mistakes in a general way, or what would be better still, request some teacher of matured experience to lead in a general discussion on the subject, and get the Executive Committee to place it on the programme. In the preparation of the programme, the committee should keep in view, not what will give an opportunity to a few to display superiority, but what will confer the greatest benefit on the greatest number.

In the execution of the programme, much depends on the chairman. We have all seen a good programme spoiled by the inefficiency or awkwardness of the chairman. It is exceedingly important that the chairman should possess good sense, judgment, and executive ability. He should not be too fond of hearing himself talk. He should be courteous and gentlemanly in his demeanour, understand the rules of order, and be prompt and accurate in his decisions. In drawing out young



teachers, and encouraging them to take part in the discussions, he should show the greatest tact and skill. The Executive Committee should assist him in carrying out the programme, and in making the Institute a perfect success. To achieve success, it would be well, if like the brave soldiers, who in the day of battle, responded so faithfully to the signal displayed by the gallant British Admiral, "England expects every man to do his duty," every teacher would clearly understand that the noble profession to which he belongs expects him also to do his duty. We sincerely trust that the response will be equally prompt and satisfactory.

Cheerfully acknowledging the good that has been already accomplished through the agency of the Teachers' Institute, and earnestly hoping for much grander results in the future, let every educationist do all that lies in his power to make the Institute more efficient, and to widen its field of usefulness.

The true leader is not he who best directs the siege, or arranges his squadrons in the field, or heads the charge, but he who can and will instruct his fellows, so that at least some of the generation of which he is a member, shall be wiser, purer, nobler, for his being among them, and prepared to carry on the same good work, to its far grander and loftier consummation.

## AGRICULTURE IN PUBLIC SCHOOLS.

J. E. BRYANT, M.A.

In complying with the request of your General Secretary to read a paper before this Section on the subject of "Agriculture in Public Schools," I must confess that I felt my incompetence keenly enough; for I knew very well that not only did I lack information on many matters which ought to be embodied in such an address as this purports to be, but also that I should have neither time nor opportunity to obtain the information so as to be able to use it here. I relied, however, on the interest that I had felt in the subject for years to supply me with sufficient material for a short paper; and trusted that in offering to you such thoughts as I could command, I might possibly be instrumental in bringing other minds, more vigorous and capable than mine, into such a sympathy with the subject, as would result in their permanently devoting themselves towards the great work of securing for our rural communities the inestimable boon of an education suited to their real needs.

In arguing for the placing of Agriculture on the list of studies in our rural Public Schools, I presume it will be well for me to go over the whole ground, although in doing so I shall undoubtedly have to say some very commonplace things; for in a matter so little discussed as this has been (I mean, of course, in our own country) objectors will be found along the whole line of the argument, and it will, therefore, be necessary to meet their objections, and, if possible, overcome them, one by one.

In the first place, then, the question must be met, What *right* has Agriculture to be considered as a subject of elementary education? for, of course, we are considering now the relation of agricultural education to the primary schools, and not to higher schools, or to schools of special instruction, like the Ontario Agricultural College. The answer to this question must be sought for in the consideration of what that is which justifies *any* subject of instruction being placed in the school code; for I for one would admit (though many would not) that if you cannot find in Agriculture (I here use this word, and shall frequently do so, in the sense of a subject of study, and not in its more common significance of practical art or occupation)—that if you cannot find in Agriculture the same sort of justification for being placed in the school curriculum that you find in arithmetic, say, or in geography, or history, then you ought not

to have it in your school curriculum. What, then, justifies any subject being made a part of elementary education? This brings us further back to the fundamental question, *What is Education?* Now, without going into the refinements of accurate definition, we may say that Education is the process by which the immature youth is best fitted for the discharge of the duties and the enjoyment of the privileges of his manhood. And the experiences of the best educators seem to agree in this, that all good education must be of a three-fold character; one phase of which, perhaps, is more prominent in one part of the educational process, and another phase in another part, but all three phases being more or less prominent in every part—namely (1), of a *disciplinary* character, that is, concerned with the training of the *intellect*, the powers of observation, judgment, reason, and so on; (2) of an *æsthetical* character (including in this the *ethical*), that is to say, concerned with the development and cultivation of the ability to perceive and personally realize *beauty* in all its infinite manifestations, whether the beauty of character and conduct, which we call moral excellence; or that of thought and language, which we call poetry and oratory; or that of motion and sound which is music; or that of form, colour and structure, that is to say, sculpture, painting, architecture, or the many modifications and blendings of these; and (3) of a *practical* or *utilitarian* character, that is, concerned with securing results which we call “information” or “useful knowledge”—acquisitions that shall be immediately available in after life as so much mental capital. But we shall find that while all people will pretty well agree as to the importance of every one of these characteristics in any educational process, they will differ very materially as to the relative importance which these characteristics should hold one to another. Some are all for the *disciplinary* value of education, and care very little for its practical aspects. The mind, they say, must be taught to think and to observe, and the object matter, both of thought and observation, is to them of little consequence. Among this class are many mathematicians, and it would really seem, judging from much of the work currently set to be done even in elementary schools, that their influence in our educational councils is very considerable. Again, others are all for the *æsthetical* side of education. The mind, they say, must be taught to feel, to appreciate *instinctively* the difference between the true and the untrue, the noble and the ignoble, the beautiful and the unbeautiful; and the logical processes which lead up to these discriminations may (they say) be more or less neglected. These are your true classicists and literarians—lovers of myths and fancies—who make poetry a religion, and romance or the drama a rule of life, to whom the form and the effect are everything, the method nothing. And yet, again, are the educators of the third class, who are all for what is *immediately*

*useful*, by "useful" meaning that which they themselves can see the direct utility of in the stations of life of which they happen to be observant, forgetting that what is one man's use is another man's aversion, that while A may find the rules of interest of great service to him in calculating the income he can derive from his bonds and stocks, B has very little occasion for such knowledge, but would very much like to know how to keep the mildew away from his gooseberry bushes; and so on. But I have said enough to show that while the disciplinary, the æsthetical and the utilitarian elements of the education process, are each important, each may be pushed to an extreme, and that, therefore, in deciding whether or not a new subject of study should be admitted into a school curriculum, we ought to be very careful to see that its advocates are not extremists, and that the subject they propose to introduce does fairly enough permit of the play of all the three elements of the educative process which have been enumerated.

And now, that we may see that this test is not a fanciful one, let us for a moment consider how it applies to some of those subjects of school-work, which, by common consent, are universally admitted into the Public School curriculum. We shall find that while one subject allows of greater stress being laid towards, say, the disciplinary end, and another towards the æsthetical end, and so on, *all* the subjects permit the teacher to realize progress in a greater or less degree towards all three ends. *Reading*, for example, though to some extent disciplinary, is however, as is evident, principally taught with a utilitarian object in view. *Writing*, as a subject of study is, to some extent, disciplinary; but it also owes its importance in the school curriculum principally to its value as an acquisition universally admitted to be of the greatest utility. *Arithmetic*, too, is looked upon by the layman as an important study in the school curriculum, principally because of the power which, in after life, it gives to him who is proficient in it to make calculations which are useful to him; but to the professional teacher it is much more than this, and is held in esteem by him because of its great *disciplinary* value, so much so that by some who are more enthusiastic in its praises than others, it has been called "the logic of the public school." On the other hand, *history* gains for itself admittance into the curriculum largely because of its *æsthetical* or *ethical* value; that is because of its bearing upon the conduct of the learner, both as an individual and as a member of the state, though it is also highly regarded for its effect in contributing to his stock of positive knowledge.

If we reflect, however, we shall discover that there is a constant contest going on between the professional educator and the layman as to the relative importance of the disciplinary and æsthetical sides of the education process on the one hand, and

the practical or utilitarian side on the other. Hence, such a subject as writing, which is very largely utilitarian in its object, is neglected by the professional teacher, though it is deemed of the utmost importance by the unprofessional public; and a similar remark might be made with reference to geography; while other subjects, such as geometry and algebra, though deemed by the professional teacher as of the greatest disciplinary value, are yet thought by the general public to contribute so little store of positive knowledge to the young learner (that is, when the length of time that he must devote to them in order to gain any real acquaintance with them is taken into consideration) that they have never found very much favour with people of a practical turn of mind, and, therefore, in deference to the opinion of this sort of people they are now almost wholly omitted from an elementary educational course.

To the question, therefore, What constitutes a valid reason for admitting any proposed subject into an elementary course at school? the answer is that the pursuit of it as a study must contribute, in a greater or less degree, to the three ends of education above mentioned: the disciplinary end, the æsthetical and ethical end, and the practical or utilitarian end. And we have seen that our ordinarily admitted subjects of study do comply, more or less, with this test; but that in applying the test the professional educator is apt to lay most stress on the two ends first mentioned, namely, the disciplinary end and the æsthetical and ethical end, while the layman is apt to lay most stress on the end last mentioned, that is, the practical or utilitarian end.

We come now to the main question of our argument, namely, How far does the subject of Agriculture comply with the proposed test? That is we must ask and endeavour to answer these queries:—(1) Will it afford scope for the disciplinary training of the mind? If so, will it do so to an extent sufficient to warrant its admission to our Public School course? (2) Will it afford scope for æsthetical and ethical training? (3) Is it sufficiently utilitarian? Is it not, indeed, *wholly* utilitarian?

Taking up the first question, then, Does the subject of Agriculture afford scope for the disciplinary training of the mind? the answer, I think, will at once be evident when it is remembered what Agriculture is. Agriculture, as an art, comprehends all those operations and processes by which the resources of the soil, in so far as these can be utilized by the vegetable kingdom, and thus, through the vegetable kingdom by the animal kingdom also, are converted into products that are useful to man. The *science* of Agriculture, therefore, will consist of the orderly presentation and explanation of all those natural laws which are concerned in these operations and processes. A little reflection will make clear what a comprehensive subject of study the science of Agriculture is. Geography, geology and minerology,

botany, animal physiology and chemistry, meteorology, entomology and mechanics, are all sciences contributory to Agriculture; and vast provinces of these great divisions of natural knowledge are *wholly* comprised within its domain.

Therefore, it may well be said that if any one science has any disciplinary value to the mind when made a subject of study, Agriculture, which includes so large a part of so many sciences must also possess a similar disciplinary value.

But the objection will at once be made: If Agriculture, as a science, is so comprehensive, and embraces so many other sciences which are not found in the Public School curriculum, how will it be possible to treat it sufficiently simple for the young mind of the Public School pupil to get benefit from studying it?

The answer to this question might be extended to great length, but I will try to put the points briefly:—

(1) It is not by any means fixedly established that an elementary knowledge of at least some of the contributory sciences just enumerated ought not to be given to the pupils of our Public Schools. I for one claim that facilities for acquiring such knowledge ought to be afforded, and in saying this I am only echoing the opinion of some of the foremost educators and foremost leaders of thought in the world. But as we have to deal with things as they *are*, and not as they *ought* to be, we may as well let this point pass.

(2) The main point, however, is this: That the *first principles of natural science are always easy to be understood*, and therefore easy to be taught. The first principles of any science are merely the methodized arrangement of the inferences to be drawn from observations of simple phenomena occurring in the field of that science; and every child will take as much pleasure in observing such phenomena when his mind is directed towards them, and in arranging thereafter the inferences to be drawn from his observations, as he will in any other mental pursuit—we might say—in any other pursuit whatever; for in doing so he is but gratifying the curiosity for natural knowledge which is inborn in him. We venture to say that a fairly good elementary knowledge of all the branches of natural knowledge enumerated above—good enough, indeed, as a preparation for all the ordinary walks of life—can be imparted to a child of average ability with far less difficulty than he can be made to understand thoroughly the first book of Euclid; and a sufficient knowledge for the purposes of elementary instruction in Agriculture with, I might almost say, infinitely less difficulty.

(3) A third point is the following, and it is perhaps the most conclusive: Courses of elementary instruction in Agriculture have been established, and been successfully pursued, in many schools—in England and Scotland to some extent; on the Con-

continent, almost everywhere; in the United States, a little; and even here in Canada. Text-books have been prepared by able authors, and that these are largely used is evidenced by the fact that many different publishers compete in supplying them. In Britain elementary text-books of Agriculture are to be had all the way from 1s. and 1s. 6d. up to 3s. 6d. and 5s. For the Continent I have not at hand information in regard to text-books sufficiently definite to quote; but I may say in passing that agricultural education is very much further advanced in every European country of progressive ideas than it is elsewhere in the world. I mention the fact of the existence of many text-books as important in the argument; for unless schools required them and pupils used them, authors and publishers would not waste time and money in supplying them.

(4) Another point in reply to this objection and I shall be done with it. It will be remembered that we are considering how it is possible to present so complex a subject as Agriculture to the young pupils of our Public Schools with sufficient simplicity and definiteness to be intelligible to them. The complexity of Agriculture lies in the fact that it is what is called an "applied science"; that is a science capable of being applied, and intended to be applied, to a practical art. And every educationist knows that the methodical pursuit of an applied science, is, at least for many minds, more difficult than that of a pure science so-called; for in a pure science you proceed from premise to conclusion unhindered, whereas in an applied science you are brought, at every step, face to face with the limitations of your subject. To illustrate this by a very simple example: Suppose that in mechanics you are considering the relation of the lengths of the two arms of a lever to the magnitudes of the power and resistance. You know in theoretical mechanics how simple a problem that is, and how simply the relation can be expressed, namely: that the product of the power multiplied into the length of its arm is equal to the product of the resistance multiplied into the length of its arm. But, in practical mechanics, notice how many other things there are to be considered before you can arrive at any similar result—the friction of the pinions; the resistance of the air; the weights of the various parts of the lever; the areas of the surfaces on which the power and resistance impinge; the flexibility of the materials; and so on. However, it is just because Agriculture is an applied science that any progress whatever can be made in teaching it in elementary schools. On its theoretical side it is so complex, and embraces so many divisions of contributory sciences, that a pupil would soon become bewildered and be lost, were he to attempt to follow its principles without reference to their practical application. But supposing he is receiving his instruction at one of our rural schools: he will see the application of the principles he studies everywhere—in

the farm-yard of his father, and in the fields at spring time, when these are being prepared for the summer harvest ; in his own orchard and garden, as he works in them at nights and mornings ; by the road-side, as he trudges to and from the school house ; in the woods and meadows, where he rambles at play-time—his whole life, all his occupations and amusements will be, in fact, so many practical exemplifications or illustrations of what he learns of the science of Agriculture in his lessons at school, providing of course that he is properly taught there ; and the best, the most complete, the most interesting of laboratories, will always be open to him—namely, that of nature and the husbandry of his own home.

As to the part that the study of Agriculture will serve in developing a sense for the beautiful and pure, or—as we preferred to express it—what will be its æsthetical and ethical value—it will be necessary to say only a word or two. Nature is our great mother, and the source of all our impressions, whether beautiful or sublime. Why nature should become less beautiful and wonder-inspiring when studied intimately, although this is often asserted by unthinking idealists, is something I have never been able to admit. The study of Agriculture, it seems to me, by making us understand more clearly the wonderful resources of that bounty which nature everywhere holds in readiness to bestow upon us, do we but properly ask her, cannot but make us more devout, more reverent, more thankful, more humble, and in turn more beneficent to others ; and again, by forcing us to be more observant, cannot but lead us to appreciate much beauty of form and colour and changeful variety of light and shade, which now, for lack of proper early training, is wholly lost to us.

In coming now to consider the utilitarian grounds for placing Agriculture on the list of our Public School studies, we will admit frankly that it is *solely because of its utility* that its advocates desire to see it so placed. Were it not for its paramount importance as a *subject of useful study*, its place in the school curriculum as a means of disciplinary training, or of æsthetical and ethical culture, could be easily supplied by one or more of its contributory sciences. But it is just because of its paramount importance as a subject of useful study that its advocates wish to see it on the list ; and I have endeavoured to show that in addition to its paramount utility, it also affords sufficient scope for disciplinary training, and ethical and æsthetical culture as well, to warrant its admission thereon.

To present to you fully the claims, on utilitarian grounds, why Agriculture should be scientifically studied in our Public Schools, I should need rather a whole day than the short time left to me ; so I must content myself with hurriedly touching upon a few points. It will be necessary, however, to consider



in passing, the claims of the other great industries of our country as well as that of Agriculture, to a similar recognition. I regret that I shall be forced to take up the necessary points, one by one, very briefly:—

1. The great industries of the country (that is, taking Canada as a whole,) may be classified as being (1) Agriculture; (2) Lumbering; (3) the Fisheries; (4) Mining; (5) Manufacturing; and (6) Mercantile pursuits.

2. The number of people, however, engaged in agricultural pursuits, far exceeds the number engaged in any other pursuit.

3. The value of the aggregate produce of those engaged in Agriculture almost equals the total production of those engaged in all other pursuits.

4. The principal competitor of the agricultural industry, that is, in the gross value of the articles produced, is *Lumbering*, which must in the nature of things grow of less and less account year by year.

5. Moreover, lumbering is not a scientific pursuit, properly so called; and therefore no special provision need be made for it in the scheme of education.

6. A similar remark applies to the *Fisheries*.

7. *Mining*, which is the next great industry, is a scientific pursuit; and it is right that in a national scheme of education the amplest provision should be made for its being effectively carried on in accordance with all the latest scientific discoveries and most approved practices. But the scientific knowledge and skill requisite in mining may properly enough be confined to a comparatively very few directors-of-work, and therefore no provision for a scientific instruction in mining need be made in a *general* scheme of education—the only scheme that we are considering just now.

8. *Manufacturing*, the next great industry, is also to some extent a scientific pursuit, but far less so than Agriculture. In manufacturing also, we have, as in mining, two classes of producers—the *directors-of-work* and the *operatives*. The directors being comparatively few in number need not now be considered; and of the operatives it is *technical skill* rather than scientific knowledge that is principally required, and that, too, of a highly developed kind. This technical skill can be acquired only by long experience—that is each technical operation demands its own apprenticeship. On the other hand the agriculturist, at least in Canada, must be director and operative as well, and thus needs—unlike the operative—both scientific knowledge and technical skill. The better conducted farms of the country, together with such centres of technical instruction as the agricultural colleges and experimental stations, can for the present sufficiently acquaint the agricultural workman with the technical parts of his business; especially if he takes advantage of the

means of gaining information which attendance upon our well organized Farmers' Institutes will afford him. But what he especially lacks is the necessary *scientific* knowledge by which this technical skill can be made fully valuable to him; especially since he is in so many cases not only to be an operative on the farm but the director of all its processes and operations. He can, it is true, get this scientific knowledge now by attending our agricultural college; but in the first place not one young farmer in a thousand is able, or (which is the same thing) supposes he is able, to attend our agricultural college; and even if he were to attend, it is an expensive means of getting what could be largely acquired at a Public School, if our Public Schools were required to teach Agriculture elementarily. Moreover, the proper function of an agricultural college is not to impart an *elementary* knowledge of Agriculture, either in science or technique, but to give instruction in the higher branches of the subject and to afford facilities for experiment.

Again, continuing our comparison between manufacturing and Agriculture, we may remark once more that what manufacturing needs is skilled operatives mainly, and scientifically instructed operatives (that is, those capable of becoming directors-of-work) in only a second degree. And the latter class can be got only from or rather out of the first class; therefore, for the proper education of those intending to devote themselves to manufacturing pursuits—that is, as we may say, for the proper education of operatives, what is wanted are *technical schools*, or, rather, technical departments in our already established Public Schools. Yet, owing to the fact that operatives are needed only in considerable centres of population; and again since even in these centres only a portion of the population are interested in manufacturing, or desire to have their children educated so as to be able to follow manufacturing, it follows that a scheme of technical education sufficient to supply any real demand for scientific instruction suitable for manufacturing pursuits, would, after all, be *only an adjunct* to the general scheme of public instruction. Whereas, with respect to Agriculture, it is very different. In rural schools nine-tenths, perhaps ninety-nine one-hundredths of the attendants are vitally interested in Agriculture, because, indeed, it is to be the occupation of their lives; and what they need is *not technical instruction*—for that they can get sufficiently good for all practical purposes at home, or from observation, reading, and the like—but *the scientific education* which will enable them to apply their home acquired technical skill to the pursuits of their after life with intelligence and effect; and this all the more so because the majority of our young farmers hope and expect to own their own farm and direct all the operations upon it.

9. *The mercantile industry*, the only great industry remain-

ing, also requires some special preparation—but this need not necessarily be of a scientific character, like that required for agriculture and mining. Writing, spelling, reading, arithmetic and book-keeping are the special requisites of a mercantile training—with, of course, in addition such a development of general intelligence as is best possible in the circumstances of any given case. But I may here remark, in passing, that the mistake is often made by educators of supposing that highly elaborated courses in arithmetic and book-keeping are indispensable parts of an ordinary preparation for a business career. The intricate problems in arithmetic and book-keeping, to be seen in examination papers, very rarely find their counterparts in actual business; and when they are encountered, they will, in practice, be quite well enough met by the young clerk if he has been sufficiently well grounded in the elementary principles of these subjects; whereas if he has spent time and patience in solving these problems at school, he has probably done so with considerable haziness of apprehension, since they could not possibly have come within the range of his practical experience, and perhaps also he has done so at the expense of time that could have been more profitably employed otherwise.

I have thus endeavoured to show that while claiming for the agricultural section of the community the boon of a special scientific instruction in the subject of their life's pursuit, wholly on the ground of its utility, we are not asking for that section of the community anything which ought not in reason, and could not in practice, be granted to any other considerable section that should desire it.

It remains now that I should present you with what may be considered a necessary and sufficient syllabus of Elementary Agriculture for instruction in public schools, and show you if possible how the study of such a syllabus would be practicable and beneficial. I find however on reflection that I can scarcely dignify what I shall put down by the name of syllabus, for I have already said so much that what I further say must be put in the briefest possible form.

First, then, in our course of study, there should be instruction on the nature and composition of the *soil*, for that is the foundation on which all else is built. The young student should be taught to discern the differences between soils, and to know the good properties and the defects of the various sorts of soil that he is likely to meet with. Of course it may be said that he can learn all this at home; but his home experience must necessarily be limited and therefore very defective. And herein lies the advantage of the whole study of the subject in the methodical and comprehensive manner which should characterize its pursuit at school—it supplements the empirical knowledge gained by the

young pupil at home and makes it general—in other words, it transforms his narrow personal experience into science.

Then the *plant* should be studied, and its various methods of feeding and sources of food. This leads naturally to the question so vital to every farmer, How do soils become exhausted, and how may this exhaustion be made good again? This again brings in the whole subject of *manures*, both natural and artificial. It is the sheerest nonsense to say that the farmer can best obtain a sufficient knowledge of these matters from practical experience. Agriculture remained at a standstill for a thousand years until it began to be studied scientifically. The whole doctrine of scientific manuring is not a century old yet—one might say scarcely a half-century old—and it is safe to say that the practice of Agriculture has been more than revolutionized within that time. To obtain an instance of the importance of this one subject to the Canadian farmer, let us reflect a moment upon what has happened to Ontario wheat-growing. Not so very long ago, before however our soil was exhausted by continued cropping, 35, 40 and, in some cases, even 50 bushels of wheat to the acre, were common averages; then the average dwindled down to 30, then to 25, then to 20; till finally last year the average of the fall wheat yield, in our province, was only 15.8 bushels to the acre, and of spring wheat only 14.3 bushels. Now how stands it in countries where Scientific Agriculture has for some time past been made a part of the public system of education? We are told that while in France thirty years ago a wheat crop was considered quite good when it yielded 22 bushels to the acre; now 33 bushels is considered only a good yield, and on the best soils 43, 48 and even 55 bushels are constantly expected and have frequently been obtained. In Northern France there are farms which yield regularly, year after year, from 55 to 68 bushels to the acre, and even so high as 80 bushels to the acre have been obtained. But France, let us remark, is one of the countries in Europe in which great attention is given to the dissemination of agricultural science among the people, its Department of Agriculture being most vigorously conducted, and special schools for forestry, agriculture, and stock-breeding being liberally provided for. I have not been able to obtain the particulars of its scheme of elementary agricultural education, but I notice that last year the French Government devoted to the subvention of the salaries of the teachers of Agriculture outside of the special schools the sum of \$150,000. Notwithstanding the teaching which we should derive from the fact that owing to continued cropping and the lack of manuring our land is so exhausted that wheat-growing is no longer profitable to us, yet the lesson is left unheeded. As a prominent agriculturist remarked to me a day or two since, the best of fertilizers lie at our very doors, and we do not know how to use them. Hundreds

of farms in the country would be benefitted by the use of such common manures, as lime, wood-ashes, bone and muck, not to speak of others, but the average farmer is absolutely at a loss to know when he shall use one kind of manure and when another, and so he equally neglects them all. From long use, it is true, he has got to know in an empirical sort of way a good deal about barn-yard manure, which owing to its composite nature happens to be pretty good for almost every sort of soil and every sort of crop. But beyond this he is ignorant. The result is that two of our most valuable manures, wood-ashes and apatite or phosphate of lime, the first of which we have in fairly large quantities, and in the purest form, and the other in inexhaustible quantities, and of excellent quality, find no market whatever at home, though they form large articles of export—the one to the United States, the other to both the United States and to England, and also to Germany.

Continuing our syllabus, I would say that after a full treatment of manures should follow treatments upon the different methods of *tillage*, or the various processes by which the soil is prepared for the seed; and this of course would include *drainage*. It would seem at first sight that if any enterprise could be left to the good sense of those likely to be benefitted by it, surely draining could be, since its value as a means of improving the productiveness of land is so obvious. But this view is far from being borne out by facts. Although the value of drainage, in removing water from wet and boggy lands, is freely enough admitted by most farmers, what they do not see and do not understand is the value of drainage in improving the productiveness of all soils, in almost all situations, independently of the foregoing benefit. It is not merely in the removing of superabundant water that drainage is useful, but also in the equalizing of the temperature of the soil, in assisting in its pulverization, and in facilitating those necessary chemical changes by which, when exhausted, it gains from percolating water, from the air, and from the ingredients of the manures applied to it, the fertility which it has lost by cropping. All this should be explained and emphasized in the scientific presentation of the subject at school, so that in no possible condition of soil or climate could the young farmer, when so instructed, be without the necessary knowledge how to act. And we may remark that even the most obvious benefits of draining are ignored by many farmers, not to mention those less obvious but quite as important ones which I have just referred to. I am told that in the eastern townships of our province the crops this year are failures. The soils there are light and porous, and the surface water of the spring-time, as well as the superabundance caused by rain, is, as a rule, sufficiently carried off without drainage to ensure a crop which satisfies those who are well-enough content to farm in an easy-

going way. But this year, owing to the lateness of the season and the frequency of heavy rains, the seed either has failed to germinate properly, or else has resulted in a foul growth that has yielded little produce to the harvester, and the consequence is that disappointment and complaint are everywhere prevalent.

Following the "preparation of the soil" should come a description of the different *crops* that we raise on the farm, and their various requirements in the matters of soil, seeding, cultivation, and harvesting, the rotations which should be employed in distributing them over the farm, and the best uses that can be made of them. The rotation of crops, it may be observed, is a subject that never can be properly understood except by those who have had the requisite scientific training. And yet it is of the greatest practical importance, since by it the farmer is able very considerably to delay the exhaustion which, as we have said before, continued cropping inevitably ensures. Rotation, however, it may be remarked, cannot wholly prevent exhaustion. That which is taken from the soil in no way can be regained by the soil, unless by artificial means; and here is where many, even practical farmers, make a great mistake, and where even a very little scientific training would do a world of good. As an illustration of this, I may say that in England, despite careful tillage, well chosen rotations, and the free use of home manures, the average wheat crop per acre steadily diminished until the farmers were in despair; then, about forty-five years ago, the practice of using artificial manures was begun, and since that time the average wheat crop has just as steadily increased, so that instead of thirteen bushels to the acre, which was the average yield in 1845, the average production over all England in 1885 was 31.24 bushels to the acre.

Then, after the useful crops, should follow a treatment of the *weeds* of the farm, and of the ways these may be eradicated. To give you some idea of the importance of this subject, I may mention that there are said to be at least ten weeds in Ontario which are especially injurious to our farm crops, and of general occurrence, some of these of course being far more abundant in certain parts of the country than in others. Out of this number it is said that the average farmer will scarcely be able to identify more than the half, although the others may be on his farm, and steadily and surely gaining such a foothold as will cause them greatly to injure its productivity in a very few years. The inference is that the young student should be taught to recognize these noxious plants, to study their habits, and be acquainted with the best means of eradicating them, and thus be prepared to encounter them whenever that is necessary, and to check their growth with the greatest possible economy of time and labour.

Then should follow a short account of the *diseases* to which crops are subject, and of the means of preventing them, also an

account of the various injurious *insect pests*, which, if left unsubdued, soon rob the husbandman of all the fruits of his labour. As an instance of the value of some knowledge of this branch of our subject, I may mention the now well-known case of the clover-seed midge. Not many years ago the growth of a second crop of clover, for the sake of getting a yield of clover seed, was one of the most profitable undertakings of our Ontario farmers, as perhaps most of you know. Then all at once the crops failed, the farmers knew not how or why. They only knew that instead of a fully matured seed they found merely a worthless hull. However, after some time, the work of destruction was ascertained to be due to a little insect that soon became known as the clover-seed midge. The female midge laid her eggs in the little tubes of the clover blossom, and the grubs, when hatched, gradually made their way to the base of the tubes and fed themselves on the germs of the seed there forming, and so effected their destruction. Knowledge of the cause soon led to the cure. Entomologists by observation ascertained that the eggs were laid in the latter part of June, say about June 20, and the larvæ or grubs were developed to full growth early in July; and also that a second brood of the larvæ were hatched in September. They, therefore, recommended, instead of cutting the first crop of clover so that the second crop should mature in September, just in time to afford feeding ground for the second brood of larvæ, that the first crop should be cut earlier, say about June 10, or else be devoted entirely to pasturage, so that the second crop should be quite immature while the first brood of larvæ were in their prime of vitality, and be quite mature and ready for harvesting before the second brood were ready to feed upon it. In this way both broods of larvæ were outwitted, and the farmer permitted to grow a profitable crop. And yet, though this is a well ascertained fact, and one that ought to be in the possession of every farmer, but very few know anything about it, as I have happened to learn by enquiry. Such facts as these, with all the necessary concomitant illustrations and observations, ought to form a part of every farmer boy's education, so that when he gets at his life's business in earnest, his faculties may be on the alert, trained by practice and sharpened by an instructed intelligence to take advantage of every discovery which science can bring to the aid of his difficult profession, and if possible to make useful discoveries for himself.

Then, next in our course, we come to that which in Canada ought to be the most important part of the farmer's business, *the breeding, care and management of live stock*; and any treatment of this part of the main subject would necessarily include the difficult and highly scientific doctrine of *feeding*. I could delay you for a whole day with a discussion of the importance of instruction in the principles and practices of live-stock keeping,

and of the *absolute necessity* of a preliminary *scientific* training in it, in order to ensure success in the actual practice of the art in after life. I can only take time to say that without *some* scientific training the stockman must be a mere mechanic, doing that which he sees others do without being able *even to guess* why or wherefore. For he can not even intelligently read what is said about the matter in the current journals of his profession, or understand what is written about it in books, or take part in those discussions which, through the instrumentality of farmers' institutes, conventions, and other meetings, held under the supervision of our Government commissioners, are doing so much to disseminate accurate information throughout the land, unless he has such an acquaintance with its underlying scientific principles as at least he ought to be able to acquire at school. And here let me remark, lest some should pooh-pooh the amount of scientific instruction which it is possible to acquire at a public school, that we ought not to despise scientific knowledge because it is elementary and goes but a short way. The main thing is to be sure that it *is* scientific; that it has been obtained in the right way, acquired in the right order, that it is correlated to other knowledge in the right degree, and sufficiently solid to form a basis upon which afterwards we may raise as large a superstructure as we please by our own observation and reading. I am free to admit that the most valuable part of my own education I obtained at the common school—the most valuable, I say, because the most thoroughly understood, the best remembered, the most solidly and compactly put together, the most fit and substantial for building upon in after life by reading and observation. And so, I believe, it will be with the study of Agriculture in our elementary schools, even with that most difficult part of it comprised under the term "stock-raising." Give an intelligent boy a chance to master its principles and he will so fix those principles in his mental being, by the illustrations and observations that he will be able to make by virtue of his personal interest in all the agricultural operations going on around him, that they will never forsake him, but remain with him all his life as a firm and well-compacted foundation for such a superstructure of accurate and useful knowledge as would have been utterly impossible to him were he not so instructed in his earliest youth.

Following the treatment of stock in all its parts should come some practical instruction in *dairying*. Anyone who remembers how butter was made some twenty years ago, and compares that long and toilsome process with the quick and labour-saving methods of to-day, as practised in our best dairies, will readily admit that we have passed through a butter-making revolution. And these new methods are not due to mere mechanical devices; they are rather due to a greater knowledge of the scientific con-



ditions under which the cream can best be obtained from the milk and be transformed into the solid substance we call butter. But even to-day, despite all this progress, Canadian butter-making is a reproach to the country. And, as a proof of this, compare our butter-making with our cheese-making. Our cheese-making, thanks to the dissemination of scientific dairying principles and practices, by means of Government commissioners and otherwise, and to the acceptance and application of these principles and practices in the factories in which our cheese is now made, rather than in domestic dairies,—thanks to this diffusion and acceptance of scientific information, I say, our Canadian cheese-making is now among the best in the world. We all remember when it was even more of a reproach to us than our butter-making. But now, on the contrary, it leads, at any rate, this continent; and so much so, that in the world's market to-day Canadian cheese is worth on the average two cents per pound more than the best cheese produced in the factories of the United States; and these two cents represent merely the market value of the skill and knowledge which Canadian cheese-makers put into their pound of cheese over and above that which the American cheese-makers can put in, for of course the constituent materials in each case are exactly the same. And what has been done for Canadian cheese-making could without doubt be done for Canadian butter-making, were the average Canadian butter-maker as intelligent and receptive as the average Canadian cheese-maker; but butter-making is, at present, at least, a domestic industry, and for lack of knowledge and skill on the part of the farmer an unscientific and unintelligent industry, and therefore an unprofitable one.

I should like, if I had time, to tell you how I think this subject of Agriculture should be taught, to what extent theoretically and to what extent practically, and so on; to show how, in my opinion, it could be made interesting and enjoyable to the pupils. I should like also to discuss what encouragement it should receive from the Government and from the Department of Education, and how it should be regarded by inspectors and teachers; I should like to say a word or two, also, as to the way it ought to be examined, and the importance it should have in the examination programme; and, moreover, I should like very much to bring before you some facts which would show you what is being done towards securing scientific instruction in Agriculture in foreign countries,—in England and Scotland and the United States, but especially in France, the different States of Germany, and in Austria; but I have trespassed on your patience long enough. I must, however, offer one or two more thoughts:

First.—Owing to the transcendent importance to the general well-being of the community of the greatest possible prosperity

of the agricultural interest, I would say—and I trust my argument has borne me out in saying so—that the subject of Scientific Agriculture should be taught at least in every public school which is supported in whole or in part by the rates of farmers.

Second.—Owing to the fact, however, that it is a subject of *special* interest, rather than of *general* interest (although in most of that class of schools to which I have referred, the special interest is so wide as to be tantamount to general), it, in my opinion, ought not to be compulsory on every pupil. The school should be required to provide instruction in it, the teacher should be required to teach it, but no pupil should be required to study it whose parent or guardian objected to it.

Third.—Neither the teacher nor the Education Department should attempt too much. I am fully cognizant of the difficulty which the rural teacher already labours under in his endeavours to teach all the subjects of the curriculum to the various classes of his ungraded school. I would not have this difficulty increased one iota. But some subjects already receive more attention than they deserve. It is not that too much is *done*, but that too much *is attempted*. The teacher is led, perhaps by his very conscientiousness, to feel, with regard to every subject in which he has a class, that he must teach everything in the text-book prescribed for that subject. This is absurd. The text-books are made for the varying exigencies that may arise in instructing a half-million of pupils, and therefore must necessarily contain far more than the average pupil can well master or the average teacher find time to teach. Therefore the teachers as a body must see to it, if they are required to put another subject on their programme, that they shall be permitted to find time for it by giving somewhat less time to other subjects. In order to accomplish this they must further see that the examinations which their pupils are required to pass are such as shall not require of them teaching that is too minute or too extensive for the time which they have to spare. And the limitations I have proposed for other subjects I would propose for this of Agriculture also. If it is to be a subject of examination, as I trust it may, only a small portion of the prescribed course should during any one term be set down as obligatory; and this portion should be circumscribed enough to comply with the exigencies of the most crowded schools. The main thing is to get the subject taught at all; to get the current of rural public opinion directed that way; to get the farming community interested in the scientific aspects of their business; to get the youth of that community alive to the fact that progress and improvement are possible—that the world is not all hedged in by their father's stake-and-rider fence; that by observation, comparison, and the looking at things in the light of the experience of others, there is always an abundance for them to learn which by diligence and good heed they can

turn to their own lasting account. If this is done it matters not so much if the whole of any prescribed course be not followed out to its entirety, or that the whole of any authorized text-book be not mastered at once. The bright boy, when once his appetite is whetted by a taste of that which is good, not only for his mental and moral well-being, but for his material well-being also, as it is sure to be by this subject of Agriculture, will soon of his own accord go on devouring and digesting the rest.

Fourth.—Neither must the teacher feel that because he has not been brought up on a farm, or has had no special agricultural training, he will therefore be utterly incompetent to teach his class in this new subject. Of course he will be handicapped at first by his ignorance. But so much of those contributory sciences as will be necessary for an elementary course on the subject he will have already largely mastered in his study of chemistry, botany and physiology at the High School—and the remainder will be so amply illustrated by the operations going on on the farms about him that he will have little difficulty in making it a part of his educational equipment. And at any rate, if he is a true teacher, he should not feel above being, what indeed theoretically he only is, namely, a *leader* of his boys, a *pædagogos*. He but goes before—they follow. Should it happen now and then that some one of his young followers, through having had more practical acquaintance with the work of the farm, should discern that he is quitting the path a little and thus should give him a twitch of the coat to recal him to it, his vanity may suffer a little; but if he is a true man, neither his capacity as a teacher nor his influence with his class. Of course, I think, *some* provision ought to be made, too, for *professional* training in this important subject—but we need not discuss that matter now.

Fifth and lastly.—Supposing everything be done for the scientific training in Agriculture which we are asking for here, viz., the placing of Agriculture as a necessary subject of study in those schools which in whole or in part are supported by the rates of those engaged in farming, and the providing also, in our model and normal schools, for some fit professional training in the subject, and what is it going to cost you—or rather the country at large? Not one cent. The mechanism for instruction is already set up; it needs only to be put in motion. The intelligence and capacity of the Canadian teacher will not in my opinion be strained a particle to provide everything that is asked for; and, what is more, the exchequer of the country would not suffer to the extent of a farthing. Then, supposing all this work of public school elementary agricultural education in actual operation, let us ask what else does our large and wealthy province of Ontario do for this important branch of study—of all technical and special studies no doubt by far the most important to the

country as a whole? Simply maintain one agricultural college, with four or five professors and two or three other teachers, and with facilities for practical experiment, which, though good as far as they go, are quite disproportionate to the needs of our country with its widely-varying conditions of soil, climate and natural resources. Besides this, for a month or two in the year, it employs a few of our best and most successful farmers as commissioners to visit the different farmers' institutes and lead in the discussions which take place. This is the entire effort it puts forth in the way of agricultural education; although it does a little more in the way of indirect encouragement. I have not the statistics at hand to give the cost of the whole matter, but you can easily see it is not very much. It is admirable as far as it goes; but does it go far enough? Comparisons are odious, and they sometimes hurt our vanity—national vanity no less than individual. However, notwithstanding this risk, let us see what a few of the smaller States of Europe are doing in the way of agricultural education. Bavaria, which has about twice the population of Ontario, maintains 26 agricultural colleges, besides keeping up an agricultural department at its famous Polytechnic School at Munich. Würtemberg, which has about four-fifths the population of Ontario, has 16 agricultural colleges. Saxony, with a population only a very little larger than that of Ontario, and with an area only one-fortieth that of Ontario, maintains at Leipsic an agricultural department in the university with 20 professorial chairs, and, besides, 4 agricultural colleges of the highest class, 20 other agricultural colleges, and 1 veterinary college. Baden, with a population about one half that of Ontario, although it is not larger than five or six of our counties, has 1 agricultural college of the highest class, 13 other agricultural colleges, 4 schools of gardening and forestry, 1 school for horseshoeing, and 1 for irrigation and draining. Hesse-Darmstadt, whose population is less than one-half that of Ontario, maintains 1 agricultural college of the highest class, and 8 other agricultural colleges. But in Hesse Darmstadt they never have a yield of wheat of an average over the whole country of less than 37 bushels to the acre, while we are satisfied in Ontario with an average of less than 15. Saxe-Weimar, with a population less than one-eighth that of Ontario maintains an Agricultural Department in its University of Jena with 15 professorships, and provides for several travelling professorships in the subject as well. And if I were to go beyond these smaller States and mention what is done for higher scientific agricultural education in the larger State of Prussia, you would become tired with the mere description of the various schools, colleges and special institutions which have been erected in that behalf. However at the risk of wearying you I will briefly enumerate them: Four agricultural colleges of the highest class, with about 80 professorships;

41 lesser colleges, all connected with model farms; 5 special schools for the cultivation of meadows and the scientific study of irrigation; 1 special school for the reclamation of swamp lands; 2 special schools for industrial agriculture; 1 school for horse-shoeing; 1 school for the raising of bees; 1 school for silk-raising; 1 school for fish culture; 20 special laboratories and conservatories for the education of gardeners, and 3 higher schools and twelve secondary schools in which instruction in the culture of the grape-vine is made a specialty; and it must be remembered that these schools, as well as the higher colleges, all have model farms attached to them for the practical instruction of their students. Moreover, in addition to all this, there must be taken into account the provision that is made for elementary agricultural instruction, not only in the ordinary primary and higher schools of these various States, but in special schools as well. And what is true of the German States is true, with but little variation, of every other progressive European nation—France, Austria, Denmark, Belgium, Sweden and the rest.

The lesson is obvious: If Canadian Agriculture is, as we believe it is, the foundation structure of all our industries, the main fountain of our wealth, and the principal support of our material well-being, then in order to maintain its position in the world in face of the world's competition, it has to become more scientific; and if it is to be made more scientific, the place to begin the work is in our public schools.

# LIST OF MEMBERS

## OF THE

# ONTARIO TEACHERS' ASSOCIATION.

The following is a list of the Members of the ONTARIO TEACHERS' ASSOCIATION, together with the dates at which they joined the Association, so far as recorded. This list has been prepared in accordance with a resolution passed during the Annual Meeting of 1886 :—

NAME.	DATE.	NAME.	DATE.
Alexander, Robert.....	1861	Bell, William.....	1868
Anderson, William.....	1861	Brown, T. B.....	1869
Ashley, James.....	1866	Batty, Alice C.....	"
Anker, Mary.....	1867	Brown, Robert.....	"
Adams, J. W.....	"	Brown, Thomas.....	"
Adams, D. A.....	"	Beveridge, Jacob.....	"
Anderson, J.....	"	Brown, Thomas D.....	1870
Archibald, Charles.....	1868	Bergey, David.....	"
Archibald, Nellie.....	1869	Brown, Jas. B.....	"
Anderson, James.....	1871	Buchan, J. M.....	1871
Armstrong, F.....	1873	Ball, Jas. H.....	"
Agnew, John.....	1876	Bryden, John.....	"
Andrews, A.....	1877	Brown, James Coyle.....	1872
Allan, David.....	1878	Bowman, Geo. W.....	"
Alexander, Mrs. R.....	1882	Bell, Mary.....	"
Arthur, E. C.....	1886	Bretz, A.....	"
Armstrong, J. E.....	1884	Bailey, E.....	"
Anderson, E. H.....	1885	Bean, D.....	"
Alexander, L. H.....	1887	Barnes, Charles A.....	1873
Aashead, H. B.....	"	Bigg, W. R.....	"
Atkin, W. T.....	"	Ballard, W. H.....	"
Ayerest, J. A.....	1889	Burns, Fred.....	"
Armstrong, M. N.....	1890	Brown, W. L.....	"
		Browne, Henry.....	1874
Buchanan, J. C.....	1866	Buik, Margaret.....	"
Blackwood, Robert.....	1867	Buchan, Elizabeth.....	1875
Booth, Joseph D.....	"	Boyle, David.....	"
Brebner, John.....	"	Brownlee, H. J.....	"
Blain, George.....	"	Beattie, William.....	"
Boake, Sarah A.....	"	Black, A.....	"

## LIST OF MEMBERS.

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NAME.	DATE.	NAME.	DATE.
Black, P.....	1875	Coutts, William.....	1868
Birchard, I. J.....	1876	Campbell, J. H.....	"
Blackadder, A. K.....	"	Campbell, John.....	1862
Barber, A.....	"	Cameron, John.....	"
Blackstock, James.....	1877	Curtis, F. M.....	"
Burrows, Frederick.....	"	Curtis, Annie.....	"
Brown, James.....	"	Cameron, John.....	1870
Boswell, Sarah.....	"	Campbell, Geo. W.....	"
Bryant, J. E.....	"	Clark, Charles.....	"
Bell, Geo.....	1878	Curry, R. N.....	1868
Bell, D.....	"	Coates, Robert.....	1871
Biggs, William T.....	"	Carey, R.....	"
Bowerman, A.....	"	Carson, Jos. S.....	1872
Brunner, Henry.....	1879	Comfort, John H.....	"
Bartlett, William E.....	1880	Cork, George.....	"
Bole, D.....	"	Carmichael, H. P.....	"
Black, W. J.....	1881	Clemens, W. B.....	"
Bigelow, George.....	"	Cooley, J. W.....	"
Blackstock, Joseph.....	1882	Cashure, John.....	"
Bain, John C.....	1883	Crozier, J.....	1873
Brydon, W.....	1886	Carlyle, W.....	"
Brodwick, G. E.....	1884	Cameron, Henry.....	1874
Baird, Geo.....	"	Carlyle, Alexander.....	"
Brown, J. R.....	1885	Clarke, J. A.....	"
Brown, J. A.....	"	Crane, Geo.....	"
Brown, R. E.....	"	Clarke, E. J.....	"
Baptie, George.....	1886	Cull, D. A.....	"
Biggar, F.....	1887	Connor, J. W.....	1875
Ballard, J. F.....	"	Clark, L.....	1876
Burchill, A. M.....	"	Connor, W. O.....	"
Bennett, J.....	"	Chapman, W. F.....	1877
Bowen, M.....	"	Crookshanks, Wm.....	"
Ballard, W. H.....	1888	Carscadden, D.....	"
Brooks, H. W.....	"	Christie, Augusta.....	"
Brough, T. A.....	"	Clapp, D. P.....	1878
Birden, W.....	"	Cassidy, William.....	"
Bruce, E. W.....	"	Chapman, E. A.....	"
Beaton, H.....	"	Curtis, Smith.....	"
Barragher, David.....	1889	Coleman, A. P.....	1879
Burgess, H. H.....	"	Colles, W. H.....	1881
Bowerman, J. L.....	"	Clendening, W. S.....	"
Burton, Robert.....	"	Campbell, A.....	"
Bolton, Miss E.....	1890	Chadwick, C. W.....	1882
Boyd, E. A.....	"	Cressweller, C. L.....	"
Boyle, J. B.....	"	Craig, J. J.....	"
Brown, Arthur.....	"	Clark, William.....	1883
		Carry, Edward.....	"
Carnochan, Janet.....	1868	Crichton, A.....	1884

NAME.	DATE.	NAME.	DATE.
Christie, J. D.....	1886	Derby, Sarah E. B....	1868
Cowley, R. H.....	1884	Dearness, John.....	1872
Cooke, C. T.....	1886	Duck, Mary Jane.....	"
Clarke, W.....	1884	Dickson, Geo.....	"
Cochrane, R. R.....	"	Dewart, S. H.....	1871
Clipshaw, T. R.....	1885	Dickenson, Henry.....	1872
Chenay, D.....	1886	Dawson, R.....	"
Chesnut, T. G.....	1862	Duff, R. G.....	"
Carlyle, James.....	1866	Davidson, S.....	1876
Collins, J. J.....	"	Davey, P. M.....	1877
Carter, W. H.....	"	Dobson, Robert.....	"
Cranfield, R. E.....	"	Davidson, Annie.....	"
Campbell, A. J.....	"	Davis, S. P.....	"
Camcron, James J.....	"	Davidson, V. A.....	"
Currie, Alexander.....	1867	Duncan, James.....	1878
Campbell, Alexander....	"	De-La-Mater, H.....	"
Cameron, H. D.....	"	Dafoe, J. W.....	1881
Clarke, Jos. A. P.....	"	Donovan, J.....	1882
Crawford, Allen.....	"	Duff, C. P.....	1885
Crowle, Edward T.....	"	Dickson, J. D.....	1886
Cullen, I. F.....	"	Dunn, J. M.....	"
Clerke, A. D.....	1868	Davidson, A. B.....	"
Cringan, Alex. T.....	1887	Duff, W. G.....	1884
Crawford, M.....	"	Deacon, J. S.....	"
Chown, A.....	"	Davison, James.....	1889
Curry, Chas. D.....	"	Doig, William.....	"
Campbell, N. W.....	"	Davis, T.....	"
Campbell, A. D.....	1888	Duff, David.....	1890
Coleman, Mrs. E.....	"	Day, Isaac.....	"
Campbell, N. M.....	"		
Chittle, D.....	"	Ellis, Fitzallen.....	1866
Cody, W. S.....	"	Embree, L. E.....	1869
Campbell, J. W.....	1889	Elder, Jane.....	1870
Coates, F. P.....	"	English, E. N.....	1872
Callery, A. L.....	1890	Ellis, J. C.....	"
Coulter, Miss A.....	"	Ellis, Sarah J.....	"
Connolly, John.....	"	Edgcumb, G.....	1873
Colbeck, T. H.....	"	Emery, Minnie.....	1876
Clarkson, C.....	"	Earl, Barton.....	1878
		Ellis, W. J.....	1882
Doan, Robert W.....	1861	Elliot, John.....	1885
Dixon, J. B.....	1864	Embury, A.....	1887
Dewar, Archibald.....	1867	Ettinger, J. G.....	1890
Dunn, Robert.....	"		
Donaghy, William.....	"	Frood, Thomas.....	1886
Douglas, W. A.....	"	Fraser, James.....	1867
Duff, Miss.....	1868	Fraser, Charlotte.....	"



## LIST OF MEMBERS.

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NAME.	DATE.	NAME.	DATE.
Fordyce, A. D.....	1867	Greenhow, Hepzibah....	1867
Fair, John M.....	1868	Gilchrist, John R.....	"
Fraser, E. E.....	1869	Graham, John H.....	"
Fraser, Geo.....	1871	Glashan, J. C.....	1871
Finlay, R. S.....	"	Groat, S. P.....	1873
Fotheringham, David...	"	Gill, M.....	1874
Fraser, John.....	"	Gilchrist, James M.....	"
Fisher, J. H.....	1872	Grunt, Geo.....	"
Fletcher, D. H.....	"	Gosnell, Thos. S.....	1875
Fullerton, James.....	1873	Gormly, M.....	1876
Ferguson, M.....	"	Goggin, D. J.....	1877
Ferguson, R.....	1874	Gray, Henry.....	1878
Falconer, A. H.....	"	Grier, Nathaniel B.....	"
Fessenden, C.....	1876	Galton, Henry J.....	"
Francis, Daniel.....	1877	Gorsline, William.....	"
Farewell, J.....	1878	George R. D.....	1887
Ferguson, Miles.....	1880	Green, E. A.....	"
Ferguson, Jas.....	1882	Gale, J. H.....	"
Forrest, William.....	"	Gilchrist, L.....	1888
Freer, Benjamin.....	1885	Gibbard, A. H.....	"
Fenwick, M. H.....	1886	Garvin, J. W.....	"
Fitzgerald, L. S.....	"	Graham, W. A.....	1889
Falconer, C. S.....	1887	Greenlees, R. F.....	"
Fairman, P. W.....	"	Gee, W. H.....	1890
Foster, J.....	"	Greer, Andrew.....	"
Ferguson, W. A.....	1888	Gray, J. B.....	"
Frampton, J. P.....	1889		
		Hunter, John.....	1866
Graham, J.....	1878	Hodgson, James.....	"
Gregory, T.....	1879	Hamilton, Sarah M.....	1867
Gardner, S. A.....	"	Hughes, James L.....	"
Gibson, Samuel G.....	1880	Henderson, Isabella.....	"
Galbraith, W. J.....	1881	Harrison, Edmund B.....	"
Girardot, The.....	1882	Husband, Henry.....	"
Grier, Andrew.....	"	Houston, William.....	"
Grant, Robert.....	"	Hatton, Emily.....	1868
Griffin, A. D.....	"	Harvey, W. B.....	"
Gordon, Nathaniel.....	"	Hutton, Henry H.....	"
Groves, W. E.....	1883	Herner, Samuel S.....	1869
Gilray, Jennie.....	"	Hyndman, Elizabeth.....	"
Grant, D. M.....	1884	Hunter, J. Howard.....	1871
Gray, R. A.....	1885	Hughes, James H.....	"
Grant, Wilbur.....	"	Hay, Andrew.....	1872
Gordon, James.....	1884	Heslop, Thomas.....	"
Gardiner, J. A.....	"	Henderson, Wm. S.....	1874
Graham, A. C.....	"	Henderson, John.....	"
Gourlay, M.....	1867	Hodgson, J. E.....	"

NAME.	DATE.	NAME.	DATE.
Hunter, D. H.	1874	Hill, J. A.	1890
Houghton, Henry B.	1875	Hetherington, D. C.	"
Hendry, Andrew.	1876		
Humberstone, F.	"	Irvine, Margaret.	1867
Hicks, H. M.	1877	Izard, Henry.	"
Halls, S. P.	"	Isenhour, M.	1872
Hicks, Samuel	"	Irwin, John	1874
Herald, John	"	Irving, J. E.	1879
Hendry, W. J.	"	Irwin, W.	1888
Houston, John.	"		
Hicks, David.	"	Johnston, John.	1866
Hughes, Samuel.	1878	Johnston, David.	1867
Harrison, C. W.	"	Johnston, William.	"
Harvey, W. A.	"	Jennison, Reuben R.	"
Haight, Franklin.	"	Johnston, Charles.	1869
Hall, Theophilus.	1879	Jones, Emma	1871
Hoigg, Minnie.	"	Jamieson, Alexander.	1872
Henderson, R.	"	Johnston, Maggie.	"
Holmes, N. L.	"	Jennings, D.	1873
Hunter, J. M.	1880	James, D. A.	1875
Henderson, Thomas	"	Jeffers, J. Frith.	1876
Henderson, Geo.	1881	James, John Henry.	1879
Huston, H. E.	"	Jardine, W. W.	1883
Henstridge, J. W.	"	Jamieson, J. S.	1884
Hicks, O. S.	1882	Jolliffe, O. J.	1886
Huston, W. H.	"	Jewett, S. E.	1887
Henderson, A. G.	1884	Jennings, C. A.	"
Hartstone, J. C.	"	Johnston, J. R.	1888
Hagarty, E. W.	"	Johnston, W. H.	1889
Hume, J. P.	1886		
Hopper, S. T.	"	Knight, J. H.	1872
Hicks, R. W.	1884	Kelley, James	"
Hunter, T. J.	1885	King, M. J.	"
Huff, Samuel.	1886	Kelley, M. J.	1873
Henry, T. M.	1887	Kilgour, James.	"
Howell, W. S.	"	Kilgour, W. J.	"
Holman, G. W.	"	Keown, M. J.	1874
Hunter, T. J.	"	Kinney, Robert.	1887
Hart, N.	"	Kemp, A. F.	"
Hoath, J. S.	1888	Keilly, William.	1878
Harrison, R. E.	"	Knight, A. P.	1880
Hill, J. H.	"	Knowles, R. H.	1883
Hunter, J. M. C.	"	Kinney, John	1884
Holgate, T. F.	"	Kennedy, J. F.	1886
Harvey, J. A.	1889	Kiernan, Thos.	1867
Hogarth, J. D.	"	King, John.	"
Hammond, Thos.	1890	King, Wm. T.	1869

## LIST OF MEMBERS.

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NAME.	DATE.	NAME.	DATE.
Kirkland, Thomas	1863	Macree, S.	1884
Kennedy, M. A.	1874	Munro, Robert.	1885
Kirk, Geo.	1879	Marshall, D.	"
Kerswell, W. D.	1886	Morgan, J. W.	1886
Keys, D. R.	1887	Moffatt, J. H.	"
Killackey, W. P.	"	Macallum, Archibald.	1863
Kirkconnell.	1888	MacMurchy, Archibald.	1861
Keith, Chas.	1890	MacKintosh, Geo. B.	1866
		Macartney, Charles.	1867
Laidlaw, R. J.	1867	MacDonald, D.	"
Lamb, Martha.	"	Mackintosh, Wm.	1869
Leslie, William	"	Macoun, J.	1873
Lennox, D.	"	Morgan, T. G.	"
Lawrence, John.	"	Mackinnon, M.	1878
Lang, A. B.	"	Muir, S. J.	1866
Leitch, Thomas M.	1868	Medcalf, W. H.	"
Landan, W. H.	1870	Meredith, William.	1866
Lewis, Richard.	1865	Moorhouse, Samuel.	1867
Langrell, E. P.	1872	Millar, J. R.	"
Laird, J. W.	"	Meldrum, M. W.	"
Lyman, Jas. A.	1873	Mercer, W. W.	"
Little, R.	"	Millar, Rebecca.	"
Le Vaux, Geo.	1884	Mundell, John.	"
Linton, C. B.	"	Miller, William R.	"
Latter, J.	1875	Miller, Mary Ann.	"
Lusk, C. H.	1876	Munro, Donald.	"
Lafferty, A. M.	1877	Medley, Emma.	1868
Law, James.	1878	Marsden, Sarah.	"
Leitch, Thomas.	"	Miller, M. A.	1869
Lindsay, George.	1879	Magill, James.	"
Lewis, George D.	1882	Maguire, A. S.	1870
Lockyer, Charles.	"	Magill, James.	"
Lyon, S.	"	Morton, Adam.	1872
Levan, J. M.	1885	Moyer, George.	"
Linklater, J. C.	"	Montgomery, Henry.	"
Linton, W.	"	Maxwell, David A.	"
Lent, D. H.	"	Mooney, William.	"
Leith, W. R.	1887	Moserip, Mary D.	"
Lapp, Levi.	1888	Mills, James.	1873
Lough, W. R.	1890	Moir, George.	"
Lennox, T. H.	1890	Moran, John M.	1875
		Miller, Arnoldus.	"
Morgan S.	1883	Miller, John.	"
Manley, F. F.	"	Munro, John.	"
Murphy, T. J.	1883	Moore, Thomas.	1876
Morton, J. B.	"	Morrison, A.	"
Morgan, J. C.	1886	Manning, W. R.	"

NAME.	DATE.	NAME.	DATE.
Moses, Charles.....	1877	McQueen, Robert.....	1873
Murray, M.....	"	McAlease, N. V.....	"
Martin, R. T.....	"	McGregor, P. C.....	"
Milburn, E. F.....	"	McMain, C. S.....	1874
Milden, Geo.....	1878	McDonald, A. F.....	"
Morton, W. C.....	"	McRae, Samuel.....	"
Moore, F.....	"	McKinnon, D. J.....	"
Mitchell, F. L.....	"	McMillan, R.....	1875
Munro, D. E.....	1879	McWherter, John.....	"
Maxwell, Mrs. L. A. L.....	1880	McKerachar, C.....	"
Musgrove, A. H.....	"	McMillan, Alexander.....	"
Munro, R. M.....	1881	McIntosh, Angus.....	1877
Miller, J. O.....	1882	McMillan, Robert.....	"
Munro, William.....	"	McLean, Peter.....	"
Miller, James.....	"	McMichael, D. A.....	"
Merchant, F. W.....	"	McLean, Allan.....	"
Murray, R. W.....	1883	McNevin, J.....	"
Milner, W. S.....	1887	McMurchie.....	"
Manning, W. R.....	"	McNevine, J.....	1878
Madden, A.....	"	McCamon, W. J.....	"
Moore, W. F.....	"	McPherson, Crawford.....	"
Mullen, M.....	"	McKee, Thomas.....	"
McRae, Alexander.....	1867	McHenry, D. C.....	"
McCall, D.....	"	McDonald, D.....	"
McVey, Lizzie.....	"	McCabe, J. A.....	"
McBrien, James.....	1869	McLurge, James.....	1880
McFaul, John H.....	"	McTavish, Douglas.....	"
McDongal.....	"	McGilvray, J. K.....	"
McAlpine, Neil.....	"	McGregory, M. C.....	1881
McCausland, Robert.....	1870	McNaughton, A.....	"
McCausland, Fanny.....	"	McBride, D.....	"
McKay, Hector.....	1871	McMaster, M. P.....	1882
McKellar, Hugh.....	"	McCormack, M. C.....	1883
McLellan, J. A.....	"	McKay, A. G.....	1884
McKenzie, Chas. J.....	"	McKay, Donald.....	"
McLaren, Alexander.....	"	McCollum, A. B.....	1885
McCamus, John A.....	"	McMillan, J.....	1886
McKinnon, D.....	1872	McDougal, A. H.....	"
McLeod, Mary.....	"	McBrien, James.....	1884
McKay, Alexander J.....	"	McDiarmid, D.....	"
McKee, William.....	"	McCaig, D.....	1885
McCaig, Donald.....	"	McCabe, William.....	1864
McArdle, D.....	"	McCann, J. B.....	1862
McIlvaine, Samuel.....	"	McAllister, Samuel.....	1861
McDonald, A.....	"	McMichael, D. A.....	1866
McQueen, A.....	1873	McMichael, S. H.....	"
McNab, F. F.....	"	McLean, Donald.....	"

## LIST OF MEMBERS.

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NAME.	DATE.	NAME:	DATE.
McNaughton, D. ....	1866	Newcomb, C. K. ....	1882
McAskin, T. ....	"	Nichols, W. M. ....	1884
McKechnie, M. C. ....	1867	Nairn, David. ....	1886
McMillan, D. E. ....	"	Norton, W. E. ....	"
McBeath, J. T. ....	"	Norman, M. E. ....	1887
McClure, John. ....	"	Narroway, J. W. ....	1888
McTavish, P. ....	"	Nesbitt, Robert. ....	1890
McTavish, John. ....	"		
McClatchie, A. ....	1868	Ormiston, William. ....	1865
McCullough, Henry. ....	"	Ormiston, David. ....	1866
McKellar, Hugh. ....	"	O'Meara, J. D. ....	1873
McKinnon, Neil. ....	1884	Oliver, William. ....	1872
McElroy, James. ....	1885	Osborne, W. J. ....	1876
McKinnon, N. D. ....	"	Orr, R. K. ....	1877
McFarlen, Geo. ....	"	O'Neill, Mary. ....	1878
McMaster, R. H. ....	"	O'Hagan, Thomas. ....	"
McKeown, William. ....	1886	O'Connor, William. ....	1880
McMillan, D. ....	"	Oliver, J. B. ....	1887
McPherson, A. H. ....	1887	Orton, A. ....	1889
McEachren, P. M. ....	"		
McJanet, T. ....	"	Powell, Francis C. ....	1866
McKenzie, G. A. ....	"	Phillips, S. G. ....	"
McKay, T. ....	"	Plunkett, William. ....	"
McCabe, C. J. ....	"	Parsons, Robert. ....	1867
McMillan, A. ....	"	Parsons, John H. ....	"
McLaughlin, J. ....	"	Plyater, Franklin. ....	"
McIntyre, A. ....	"	Patterson, Alice. ....	"
McQuarrie, H. ....	1888	Parsons, Laura S. ....	1868
Millar, James. ....	"	Platt, G. D. ....	1869
McEachren, N. ....	"	Patterson, Mary. ....	1870
Morgan, J. ....	"	Phillips, John. ....	1871
McKenzie, W. F. ....	1889	Payne, E. ....	"
McCarter, John. ....	"	Payne, M. ....	"
McCoy, Miss S. ....	"	Payne, Geo. F. ....	"
McIntyre, E. J. ....	"	Platt, Mrs. G. D. ....	"
Murch, Thomas. ....	1890	Pearce, Thomas. ....	1873
Massales, Miss Jennie E. ....	"	Palmer, Charles. ....	"
McDermott, H. F. ....	"	Phillips, T. D. ....	1875
Murray, Miss May L. ....	"	Purslow, Adam. ....	1876
Murray Miss Bessie. ....	"	Powell, Geo. K. ....	1877
		Price, Robert. ....	1878
Nelles, W. W. ....	1866	Parker, Thomas. ....	1879
Nelles, S. S. ....	1869	Petch, John. ....	"
Norman, R. A. ....	1871	Parker, H. G. ....	1880
Nethercott, S. ....	1877	Parlow, Edwin D. ....	1882
Nattress, W. ....	1878	Petrie, Alexander. ....	"
Neilly, William. ....	1879	Pearson, W. P. ....	1883

NAME.	DATE.	NAME.	DATE.
Pomeroy, J. C.	1884	Robinson, G. M.	1889
Passmore, A. D.	1886	Rowland, E. J.	"
Preston, S. L.	1884	Roe, James.	"
Ptolemy, B.	1887	Robson, Thomas C.	"
Paterson, D. L.	1888	Rundle, J. A.	1890
Plummer, A. H.	"	Spotton, William	1872
Pringle, J. S.	1890	Spence, F. S.	"
Powell, Mrs. M. E.	"	Summerby, W. J.	"
Perry, S. W.	"	Stewart, Duncan A.	"
Patterson, R. A.	"	Shaw, John	1873
Reazin, Henry.	1866	Sullivan, Dion C.	"
Reid, George	1867	Slack, H. S.	"
Robinson, John G.	"	Sims, Bertha.	1874
Reynolds, F. N.	"	Scott, H. S.	"
Rennick, Walter.	"	Steel, A. S.	"
Ross, Robert	"	Spotton, H. B.	"
Ross, Catharine M.	1867	Scarlett, Kate A.	"
Ross, W. D.	1868	Smith, Goldwin	1875
Robertson, Simon	1871	Sims, Florence.	"
Rogers, Maggie	"	Switzer, P. A.	"
Riddell, Elizabeth	1872	Scarlett, E. S. G.	"
Robinson, Templeton C.	"	Sutherland, H.	1876
Robinson, M. C.	"	Staunton, M. H.	"
Robinson, A. M.	"	Shaw, Geo.	"
Rae, Alexander	"	Sykes, Charlotte E.	1877
Richardson, Joseph.	"	Smyth, J.	"
Reid, William K.	1873	Smyth, M.	"
Ross, Geo. W.	"	Smyth, T. H.	"
Rannie, William.	"	Sangster, Charles.	"
Round, Georgina.	"	Steel, T. A.	1878
Rowland, Kate.	"	Shiaren, Andrew	"
Rose, M. J.	1874	Shortt, W. K.	"
Rose, George	1875	Smith, L. C.	"
Rothwell	1876	Smith, James.	"
Robertson, W. J.	"	Sperice, May F.	"
Raine, John.	1877	Sutherland, E. W.	"
Robinson, Geo. H.	"	Smirle, A.	1880
Rowatt, J. S.	1879	Shields, A. M.	"
Reid, Joseph.	1881	Smith, D. E.	"
Ritchie, David F.	1882	Sneath, Geo. E.	1882
Riddle, G. W.	1883	Stevenson, A.	1883
Ramage, C.	1884	Sanderson, Amy	"
Row, R. K.	"	Smith, D. E.	"
Riches, G. S.	1887	Smellie, W. K. T.	"
Robertson, N.	1888	Sine, G. W.	"
Rhodes, A. H.	1889	Squair, J.	1887

## LIST OF MEMBERS.

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NAME.	DATE.	NAME.	DATE.
Sinclair, D. N.	1884	Telford, W. B.	1866
Sinclair, S. B.	1885	Tamblyn, W. W.	1867
Spence, John	"	Thompson, Samuel	"
Sanderson, R.	1886	Tench, Miss.	1868
Smith, J. W.	"	Thompson, J. R. J.	"
Slater, J. T.	"	Treadgold, Wm.	1869
Shaw, J. W.	"	Treadgold, Geo.	"
Scott, William	"	Tonkin, E. A.	1870
Scott, Richard W.	1866	Tuttle, Alice M.	"
Scarlett, Edward	"	Thompson, C. E.	1872
Seath, John	1865	Thompson, H.	"
Smith, Thomas	1867	Templeton, Sarah	"
Sipprell, F. J.	"	Trout, Alexander	"
Spafford, J. L.	"	Turnbull, I.	1873
Simpson, John W.	"	Tilley, W. E.	"
Shearer, Andrew	"	Thautel, T.	1875
Shaw, John	"	Thomas, H. A.	"
Stranchon, Geo.	"	Thorburn, James	1874
Smith, John D.	1868	Tilley, J. J.	"
Suddaby, Jeremiah	"	Thompson, M.	"
Sargent, W. J.	"	Taylor, A.	"
Smith, Mary	"	Tassie, William	1877
Smith, Barbara	"	Thompson, Geo.	1879
Smith, Annie	"	Tait, John	1878
Somerville, Eliza	"	Taylor, A. M.	1880
Scott, Alexander	1869	Tanner, R. J.	1881
Scallion, J. W.	"	Tom, J.	1886
Stratton, James	1870	Talbot, T.	1884
Strang, Hugh J.	"	Talbot, P.	1888
Spence, Percival L.	"	Tomkins, Miss Eliza A.	1890
Sovereign, Charles	"	Tomkins, Miss Anna	"
Somerset, Jno. B.	1872	Torrance, R.	"
Stuart, James	"		
Smith, J. H.	"	Unsworth, Richard	1873
Stark, Jennie	"	Unger, E. J.	1882
Strong, K.	"		
Stevenson, E. J.	"	Vivian, Richard	1867
Scott, Colin A.	1888	Van Slyke, G. W.	1876
Sampson, A.	"	Ventress, A. B.	1884
Scott, A. S.	"		
Shepherd, W. C.	"	Wickson, Arthur	1865
Sanderson, W.	"	Watson, William	1866
Sherin, F.	"	Woodward, Geo. W.	1867
Stewart, David	1889	Wallace, John	"
Smith, W. E.	1890	Watt, Robert	"
Stuart, W. A.	"	Warner, James	"
Spankie, William	"	Whitcomb, H. L.	"

## LIST OF MEMBERS.

NAME.	DATE.	NAME,	DATE.
Williamson, A. G.....	1867	Willis, Robert.....	1882
Watt, Robert.....	1868	Worrell, Clark.....	"
Williamson, J. A. G.....	1869	Wilson, Jno. B.....	"
Williams, Daniel.....	"	Wright, Geo. S.....	1884
Wark, Alexander.....	"	Weir, A.....	1885
Woods, Samuel.....	1871	Wetherell, J. E.....	"
Webster, W. C.....	"	Wright, A. W.....	1886
Wilkinson, William.....	"	White, J. F.....	"
Wells, M. A.....	"	Wallace, R.....	1884
Wood, J. T.....	1872	Wallace, J.....	1886
Warburton, W.....	"	Watson, A. H.....	1887
Walker, E. A.....	"	Willers, A. J.....	"
Wallace, E.....	1873	Williams, E. T.....	1888
Wightman, John R.....	"	Wilson, J. H.....	"
Wadsworth, James J.....	"	Whetham, Chas.....	"
Wisner, J. A.....	1874	Woodworth, S. C.....	1889
Woodward, W. A.....	"	Waugh, John.....	"
Williams, William.....	1875	Wilson, G. B.....	1890
White, T. M.....	1876		
Wilson, John.....	1877	Young, J. W.....	1867
Walker, E. A.....	1876	Young, Geo.....	"
Watkin, Charles.....	"	Young, W. J.....	"
Wark, A.....	"	Young, Robert.....	1869
Wallace, Mary.....	1877	Young, Jas. B.....	1870
Wallace, Bella.....	"	Youmans, James A.....	"
Westman, N. A.....	"	Young, George Paxton..	1873
West, W. R.....	"	Young, P. W.....	1878
Wood, F.....	1878	Youmans, J. R.....	1879
Wylie, Mrs. M. J.....	1879	Young, L. G.....	"
Wylie, Douglas.....	"	Young, Thomas T.....	1883
Wylie, William.....	"	Yule, D.D.....	1888
White, Thomas.....	1881	Young, David.....	"



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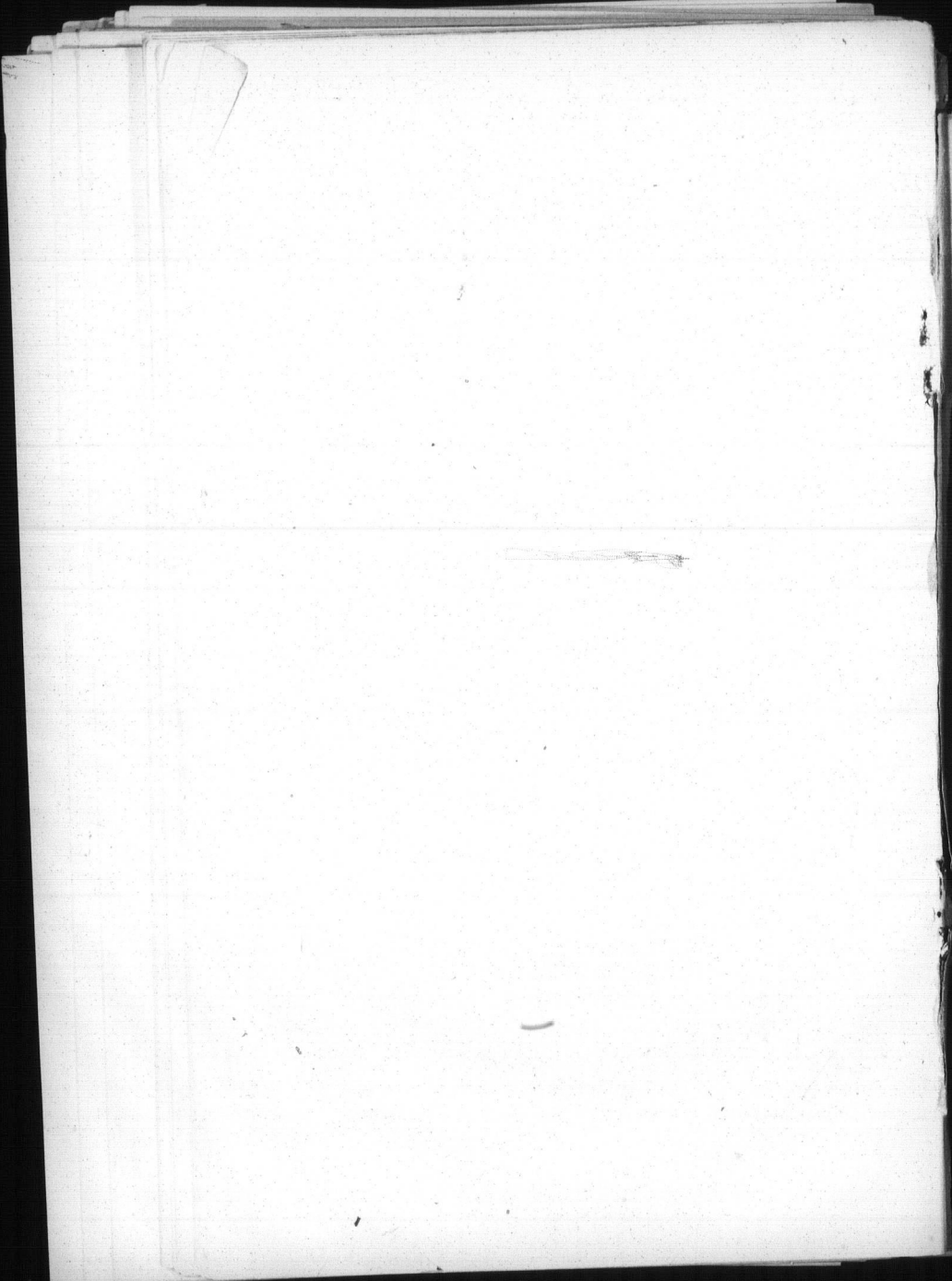
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