

MINUTES

OF THE

TWENTY-SIXTH ANNUAL CONVENTION

OF THE

ONTARIO TEACHERS' ASSOCIATION,

HELD IN THE

PUBLIC HALL OF THE EDUCATION DEPARTMENT, TORONTO,

AUGUST 10th, 11th and 12th, 1886.



TORONTO:

HILL AND WEIR, PRINTERS, TEMPERANCE STREET, TORONTO.

1886.

TORONTO SCHOOL OF MEDICINE.

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

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

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

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OFFICERS, 1886-1887.

President :

HUGH I. STRANG, GODERICH.

Recording Secretary :
ROBERT W. DOAN, TORONTO.

Corresponding Secretary :
D. H. HUNTER, WOODSTOCK.

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W. J. HENDRY, TORONTO.

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HENDRY, SAMUEL McALLISTER, Toronto; JOHN DEARNESS, London;
ALEX. STEELE, Orangeville; D. H. HUNTER, Woodstock; J. W. CONNER,
Berlin.

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MINUTES OF THE TWENTY-SIXTH ANNUAL CONVENTION

OF THE

ONTARIO TEACHERS' ASSOCIATION

Held in the Public Hall of the Education Department, Toronto, on the 10th, 11th and 12th days of August, 1886.

TUESDAY, August 10th, 1886.

The Convention met at 11.20 a.m.

The President, Mr. S. McAllister, in the chair.

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

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

Moved by Mr. Alexander, seconded by Mr. Hendry, That as the Minutes of last Convention have been printed and distributed, they be considered as read and adopted.—Carried.

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

Moved by Mr. W. J. Hendry, seconded by Mr. MacMurchy, That the Treasurer's Report be received and referred to an Auditing Committee, to be named by the President.—Carried.

The President appointed Messrs. J. E. Wetherell, W. Mackintosh, and F. C. Powell, an Auditing Committee.

Mr. MacMurchy read the Report of the Committee on the Consolidation and Amendment of the Constitution.

Moved by Mr. A. MacMurchy, seconded by Mr. Morgan, That the Report just read be received and adopted.—Carried.

The following is the Report of the Committee:

Report of Committee on By-laws and Constitution.

Expenses of Legislative Committee and Board of Directors are to be paid, pp. 12 and 13, 1881; Annual appointment of Legislative Committee provided for, pp. 7 and 8 1880; Secretaries of sections to be ex-officio members of Executive Committee, p. 12, 1880; General Report anent sections, a part of Constitution.

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We invited all engaged in any department of education to become members of this Association. One or two trustees were members some years ago, but none have been members of late years; and some trustees have for a few years past been holding meetings for the discussion of questions from their point of view, apparently the time has come for a change in the basis of the Constitution.

All of which is respectfully submitted.

ARCHIBALD MACMURCHY,
Chairman of Committee.

Moved by Mr. A. MacMurchy, seconded by Mr. J. Munro, That the Convention meet at 2 p.m. and adjourn at 5.30 p.m., meet at 7.30 p.m. and adjourn at 10 p.m.—*Carried.*

The Convention then adjourned.

AFTERNOON SESSION.

The Convention assembled at 2.10 p.m.

Mr. McAllister, President, in the chair.

The Secretary announced the order of business, as decided upon by the Executive Committee.

Mr. Wm. Houston gave notice of the following motion:

That a Special Committee be appointed with instructions to ascertain and report to the next meeting of this Association what steps have been taken by Governments, Universities, Colleges, Teachers' Associations, and Learned Societies, to secure the general introduction of a simpler and more phonetic system of spelling English words than the one at present in force.

Mr. O. J. Jolliffe was then introduced, and read a paper on "Our Profession."

Moved by Dr. Kelly, seconded by Mr. J. Miller, That the thanks of this Convention be tendered to Mr. Jolliffe for his valuable paper.
Carried.

A short but valuable discussion followed, in which Messrs. Wallace, Sanderson, MacMurchy, Meckintosh, and Baptie took part.

Mr. J. E. Wetherell then read a paper on "Conservatism and Reform in Educational Methods."

A short discussion followed, in which Messrs. W. J. Osborne, J. L. Hughes, F. C. Powell, and the President, took part.

A cordial vote of thanks was tendered to Mr. Wetherell, on motion of Mr. Osborne, seconded by Mr. Hughes.

Dr. Baptie was then introduced to the Convention, and read a valuable and interesting paper on "Science Teaching."

A discussion followed, which was taken part in by Messrs. Osborne, Tamblin, Strang, Barber, Dobson, J. Miller, J. C. Pomeroy, Munro, and Ballard.

Moved by Mr. Barber, seconded by Mr. Dobson, That the thanks of this Convention be tendered to Dr. Baptie for his excellent paper.—*Carried.*

Moved by Mr. Osborne, seconded by Mr. Munro, That Mr. Taylor be granted leave to address the Convention.—*Carried.*

Mr. Taylor then addressed the Convention and pointed out what he considered some of the defects of our Educational System.

Mr. Tamblin gave notice of motion to change the time of meeting.

The Convention then adjourned.

TUESDAY—EVENING SESSION.

The Convention assembled at 7.45 p.m.

The President in the chair.

The Minutes of the forenoon and afternoon Sessions were read and confirmed.

President McAllister then read his Annual Address

Subject, "A Retrospect."

Moved by Mr. J. Dearness, seconded by Mr. A. MacMurchy, That the President's Address be referred to a Committee consisting of Messrs. F. C. Powell, J. Brebner, W. Mackintosh, and the mover, with a view to inquire into the causes which appear to render inoperative the clauses of the School Law relating to compulsory education, and that seem to make the average attendance at our Public Schools so small, and to report before the close of this meeting.—*Carried.*

The very interesting discussion which followed was taken part in by Messrs. Brebner, Dearness, MacMurchy, J. R. Miller, Mackintosh, Dobson, and Osborne.

Moved by Mr. W. Mackintosh, seconded by Mr. Strang, That the cordial thanks of this Association be tendered to President McAllister, for his very interesting address.—*Carried.*

The Association adjourned.

WEDNESDAY—AFTERNOON SESSION.

The Convention assembled at 2.10 p.m.

The President, Mr. S. McAllister, in the chair.

The Minutes of last Session were read, and upon the motion of Mr. Brown, seconded by Mr. Campbell, were confirmed.

Mr. Ramage gave notice that he would move, That the meetings of this Association be held during the second week of the Toronto Industrial Fair.

Mr. George Dickson then read a paper on "A College of Preceptors for Ontario."

In the discussion which followed, Messrs. Miller, Kelly, Morgan, Pomeroy, Merchant, McKee, Strang, Brebner, MacMurchy, Brown, Hughes, Dent, Wetherell, Mackintosh, Embree, Taylor, McHenry, Hunter, Gordon, McMillan, Sanderson, Tom, and Deacon.

Moved by Dr. Kelly, seconded by Mr. Morgan, That the principle of Mr. Dixon's paper advocating the establishment of a College of Preceptors for Ontario, merits and meets with the approval of this Association.

Moved in amendment by Mr. Merchant, seconded by Mr. McKee, That the scheme for a College of Preceptors be submitted to the County Associations, and that a Committee be appointed to confer with the Hon. the Minister, and consider the details of the scheme.

Ruled out of order as not being an amendment.

Moved by Mr. Strang, seconded by Mr. MacMurchy, That this Convention express its approval in general terms of the principle of the scheme proposed by Mr. Dickson, as stated in Section I., but recognizing the necessity for a fuller consideration of the details, agrees to have Mr. Dickson's paper printed, and sent down to the various local Associations, with the request that they will consider it, and report to the Secretary any action by them in regard to it.

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

Dr. Kelly's motion was withdrawn.

Moved by J. C. Pomeroy, seconded by Mr. R. Sanderson, That the motion be amended by adding after the words, "by Mr. Dickson," the following, namely, "the formation of a College of Preceptors for the promotion of sound learning, the improvement of the position of the profession, and the protection of the public from incompetent teachers."—*Lost.*

Moved by Mr. McBride, seconded by Mr. Embree, That the thanks of this Association be tendered to Mr. Dickson for his able and valuable paper.—*Carried.*

The Convention then adjourned.

WEDNESDAY—EVENING SESSION.

The Convention was called to order by the President at 8.10 p.m.

The Minutes of the afternoon session were read and confirmed.

Rev. Dr. Dewart was then introduced to the Convention and delivered an eloquent and interesting address on Education in its relation to Human Progress.

Moved by Mr. Powell, seconded by Mr. Telford, That the thanks of the Association be tendered to Dr. Dewart for his able paper.—*Carried.*

Moved by Mr. W. McBride, seconded by Mr. J. E. Tom, That in the opinion of this Association, the attendance at our Annual Convention would be largely increased and its best interests consulted by changing the time of meeting to the Tuesday, Wednesday, and Thursday immediately preceding Good Friday.

Moved in amendment by Mr. C. Ramage, seconded by Mr. J. Smith, That in the foregoing motion, all the words after "meeting" be struck out and the following inserted: "to the second week of Toronto Industrial Fair, with arrangements allowing at least two afternoons to the Fair.—*Lost.*"

The original motion was carried.

Moved by Mr. McBride, seconded by Mr. J. Campbell, That the Board of Directors be requested to wait upon the Hon. the Minister of Education, and to urge upon him the desirability of considering as teaching days the time spent by teachers attending the Ontario Teachers' Association, in order to afford teachers an opportunity of attending this Association, and that in the event of the Minister's granting this request, the Board arrange for holding the next Annual Convention on the Tuesday, Wednesday and Thursday immediately preceding Good Friday.—*Carried.*

Moved in amendment by Mr. S. Huff, seconded by Mr. Osborne, That the words from "the Board of Directors" to the word "request" be struck out.—*Lost.*

Mr. Embree gave notice of the following motion.

It is the opinion of this Association that no candidate should be permitted to write for a second class non-professional certificate until one year shall have elapsed from the date of granting his third-class non-professional certificate.

The Convention then adjourned.

THURSDAY—AFTERNOON SESSION.

President McAllister called the Convention to order at 2:15 p. m.

The Minutes of last session were read, and upon motion of Mr. Campbell, seconded by Mr. Alexander, were confirmed.

Moved by Mr. Houston, seconded by Mr. Hendry, That a Committee composed of Messrs. Strang, Dickson, A. Campbell, Hughes, Alexander, and the mover and seconder of this resolution, be appointed, with instructions to report to the next meeting of this Association, what steps have been taken by Governments, Universities, Colleges, Teachers' Associations, and learned societies, to secure the general introduction of a simpler and more philological and more phonetic system of spelling English words than the one at present in force.—*Carried.*

Moved by Mr. Embree, seconded by Mr. Millar, That the regulations in force in 1883 be restored, requiring that no candidate shall be permitted to present himself for non-professional examination for Second Class Teachers' certificates until one year shall have elapsed from the time of his obtaining his Third Class non-professional certificate; provided, however, that should any candidate obtain forty per cent. of the aggregate number of marks at any Third Class non-professional examination, he shall be permitted to write at the Second Class non-professional examination in any subsequent year, one year's notice to be given before such regulation shall come in force.—*Carried.*

The Audit Committee beg to report that they have examined the Treasurer's Accounts and the accompanying vouchers, and that they find his statement of the receipts and disbursements correct in every respect.

All of which is respectfully submitted.

J. E. WETHERELL,
W. MACKINTOSH,
F. C. POWELL.

The Auditors' Report was received and adopted.

The President appointed the following Committee to collate results in reference to College of Preceptors:

Messrs. G. Dickson, A. MacMurchy, J. L. Hughes, D. Fotheringham, R. W. Doan, and A. Barber.

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

President	MR. H. J. STRANG,
Secretary	ROBT. W. DOAN,
Corresponding Secretary	D. H. HUNTER.
Treasurer	W. J. HENDRY.

Moved by Mr. Hughes, seconded by Mr. Barnes. That the recommendation of the Board of Directors be adopted.—*Carried.*

Mr. D. C. McHenry then read a paper on Prizes and Scholarships.

A short discussion followed, in which Messrs. Houston, MacMurchy, Millar and Campbell took part.

Moved by Mr. Alexander, seconded by Mr. Munro, That the thanks of the Association be tendered to Mr. McHenry for his very valuable paper.—*Carried.*

Moved by Mr. McHenry, seconded by Mr. Alexander, That whereas the prize system in operation in our schools and colleges involves the expenditure of a large amount of money that should be devoted to better uses in advancing the interests of education;

And whereas, the incentives employed and the motives thus appealed to, tend to retard rather than aid the teacher in trying to employ the higher methods of culture.

And whereas, competitive examinations are not sufficiently reliable in case of awarding prizes;

And whereas, the awarding of scholarships ostensibly to aid needy students, is ineffectual and misleading:

It is the opinion of this Association—

1. That prizes, scholarships and medals should be abolished in all our educational institutions;

2. That public money now devoted to this purpose should be used to increase the general efficiency of the Provincial University;

3. That prize money now derived from private sources, supplemented by as much more as may be available, should be used, (a) to establish a beneficiary fund for needy and worthy students, to be disbursed according to a plan similar to that in operation at Yale College, including the principle of loans to such students, based on *moral worth, present need, and reputable scholarship*, and independently of competitive examinations; (b) Any available surplus to be used to encourage *original research and special post graduate work.*

4. That instead of the present system of prizes, scholarships and medals, honor students should be classified in such a way that the highest distinction in the university shall be attainable by all whose scholarship reaches a certain standard, say that of present gold medallists (or higher if necessary).

Subordinate honors to be decided in a similar manner—the principle here involved to apply also to matriculation and ordinary sessional examinations.

5. That a copy of these resolutions be sent to the authorities of each university in Ontario, as the expressed opinion of this Association.—*Carried.*

Mr. M. L. Rouse then read a paper on "Music in Speech."

Moved by Mr. J. Dearness, seconded by Mr. Wm. Houston, That a hearty vote of thanks be tendered to Mr Rouse for his valuable paper.—*Carried.*

The Convention adjourned.

THURSDAY—EVENING SESSION.

The Convention met at 8.10 p.m.

The President, Mr. McAllister, in the chair.

The Minutes of the afternoon session were read, and upon motion of Mr. Birchard, seconded by Mr. Brebner, were confirmed.

Mr. W. H. Howland, Mayor of Toronto, was introduced and delivered an excellent address on "Practical Education and Industrial Schools."

Moved by Mr. J. H. Smith, seconded by Mr. Millar, That a cordial vote of thanks be tendered to Mayor Howland for his excellent address.—*Carried.*

The following resolution of the Inspectors' Section was read by Mr. J. H. Smith.

Resolved, that we the members of this Association desire to express our sincere regret at the early demise of our esteemed collaborer, the late Peter McLean, Public School Inspector of Algoma and Parry Sound; and further, to place on record our high appreciation of his moral, social, and professional worth.

We extend herewith to his sorrowing family our heartfelt sympathy in the loss of a loving husband and affectionate father.

A. CAMPBELL,) Committee P. S. Inspectors' Section.
J. H. SMITH,	
J. S. DEACON,	

Moved by Mr. J. H. Smith, seconded by Mr. A. Campbell, That the resolution of the Inspectors' Section be adopted, and that a copy of it be sent to the widow of our departed friend.

Mr. Dearness presented the following report:

I beg to report on behalf of the Committee to which the President's Address was referred:

That it is not creditable to our Province that the percentage of average attendance at our Public Schools should be so small, viz.,

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48 per cent. of those registered, and that there are 90,959 pupils between the ages of seven and thirteen years, who have not attended school the minimum number of days required by law, besides those who have not entered the schools. As stated by the Minister of Education in his last report, "one great problem requiring our attention is how to increase the average attendance." The greater regularity of attendance shown by the statistics of other countries should stimulate us to investigate, and if possible to remove, the causes that operate against a more regular attendance at the Schools of Ontario. In the words of the Address, "The law of compulsory education is not a dead letter there (Australia, etc.) as it is allowed to be with us." Undoubtedly there is an aversion on the part of trustees to compel their neighbors' children to attend school, but the clauses of the law relating to compulsory education are inoperative chiefly for the reasons that at least so far as they relate to rural schools, they are not practicable owing to the incompleteness of the census returns and the inadequacy of the machinery provided to convict and punish offenders.

It is some gratification, however, to know that the percentage of average attendance is steadily, if but slowly, increasing, and farther, that the actual condition of affairs is better than would appear from the official report, because the average is reckoned upon the total number registered between the ages of five and twenty-one, whereas many thousands of those who attend but a few days in the year are under seven years of age and over fifteen, and who in many instances are better out of than in the public schools: therefore we beg to recommend to the Honorable the Minister of Education that the public reports should be made to state the average attendance of those who are properly of public school age, namely, of pupils from seven to fifteen years, inclusive, as showing more correctly the extent to which our people are availing themselves of the means provided by the nation for public school education.

JOHN DEARNESS,
Chairman.

Moved by Mr. W. Mackintosh, seconded by Mr. J. Brebner, That the Report on the President's Address be adopted, and that the Secretary be instructed to lay it before the Minister of Education, bringing under his special attention the recommendation referring to the reporting of the average attendance of pupils from seven to fifteen years of age, inclusive—*Carried.*

Moved by Mr. A. MacMurchy, seconded by Mr. R. W. Doan, That a list of the members of this Association from its commencement (as far as possible) be prepared and printed along with the minutes.—*Carried.*

Moved by Mr. John Dearness, seconded by Mr. J. S. Deacon, That the Secretary be instructed to prepare a blank form of Report of Delegates from Local Associations, such reports to be handed to a Committee appointed from time to time by the President, to make a general report for the Association.—*Carried.*

Moved by Mr. R. W. Doan, seconded by Mr. W. Mackintosh That the thanks of this Association are hereby tendered to the Minister of Education for his kindness in allowing the Association the use of the rooms in the Education Department; to the retiring President, Mr. McAllister, for the satisfactory manner in which he discharged the duties of President during the past year; to the railway authorities for their reduced rates to members in attendance here; and to the publishers of the daily newspapers for their full and accurate reports of the meetings.—*Carried.*

Reports respecting Teachers' Associations were received from :

Mr. McMillan	Ottawa	Representing 50 Members
" Alexander	Waterloo	" 80 "
Dr. Kelly	Brant	" 120 "
Mr. Ramage	S. Gray	" 100 "
" N. McKinnon	W. Bruce	" 80 "
" Geo. Lindsay	E. Grey	" 70 "
" McEwan	S. Hastings	" 120 "
" J. B. Hume	Haldimand	" 105 "
" J. W. Morgan	W. Huron	" 85 "
" John Elliott	W. Grey	" 100 "
" F. L. Michell	Lanark	" 126 "
" Cheney	N. Essex	" 100 "
" D. H. Hunter	Oxford	" 170 "
" W. J. Osborne	Prince Edward	" 96 "
" J. W. Henstridge	Frontenac	" 140 "
" J. H. Moffat	Carleton	" 126 "
" J. W. Smith	S. Essex	" 80 "
" J. S. Deacon	Halton	" 85 "
" R. Coates	S. Wellington	" 120 "
David Nairn	E. Lambton	" 100 "
" W. E. Norton	Wentworth	" 110 "
" J. F. Ballard	Durham	" 125 "
" W. E. Tilley	Hamilton	" 120 "
" W. H. Ballard	Northumberland	" 130 "
" A. Barber	N. Hastings	" 60 "
" D. Marshall		

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MINUTES OF PUBLIC SCHOOL SECTION

AUGUST 10TH, 1886.

The first meeting of the Public School Section of the Ontario Teachers' Association was held in the Public Hall, Education Department, beginning at 11.45 a.m.

The Section was called to order by the Chairman, Mr. F. C. Powell, Kincardine.

About forty teachers were present.

The minutes of the last Annual Meeting, as printed, were, on motion of Mr. J. W. Henstridge, seconded by Mr. S. A. Gardner, considered as read and adopted.

The Secretary read a communication from Mr. C. P. Simpson, Leamington, stating that owing to press of business he would be unable to read his paper on Phonetics before this Section.

On motion of Mr. S. McAllister, seconded by Mr. John Munro, the Secretary was instructed to make a suitable acknowledgment of Mr. Simpson's communication.

As Mr. A. McMurchy was to read before the High School Section, and Mr. F. L. Michell before the Inspector's Section, each a paper bearing on the formation of "A College of Preceptors for Ontario," Mr. A. Barber moved, seconded by Mr. S. A. Gardner, that the Executive Committee arrange with Messrs. McMurchy and Michell to read their papers before this Section.—*Carried.*

Mr. R. Alexander moved, seconded by Mr. R. Sanderson, that the meetings of this Section begin at 8.30 a.m. each day.—*Carried.*

On motion the meeting adjourned.

SECOND DAY.

AUGUST 11TH, 1886.

The Section met in the Public Hall, Education Department, at 8.45 a.m.

About sixty teachers were present.

Mr. F. C. Powell occupied the chair.

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

The minutes of the previous day's meeting were read and confirmed.

The Chairman reported, on behalf of the Executive Committee that Mr. Michell had declined to give his paper before this Section, but that Mr. McMurchy had accepted the invitation, and would read his paper sometime during this session.

Mr. J. Suddaby, Berlin, was then introduced, and gave a very practical and suggestive address on "Modified Forms of Kindergarten suitable for Public Schools."

On motion of Mr. R. W. Doan, seconded by Mr. John Munro, a cordial vote of thanks was tendered Mr. Suddaby for his able address.

A profitable discussion followed, which was taken part in by Messrs. A. Barber, J. F. Kennedy, C. Ramage, S. B. Sinclair, R. W. Hicks, R. Sanderson, C. S. Falconer, J. Campbell, R. Alexander, W. E. Norton and the Chairman.

Mr. A. Barber moved, seconded by Mr. C. Ramage, That the subject of "Kindergarten" as introduced by Mr. Suddaby be referred to a committee named by the Chairman to report a resolution as to the best means of introducing the "Kindergarten System" into all our Public Schools, said committee to report to-morrow.—*Carried.*

The Chairman named Messrs. A. Barber, C. Ramage, J. Suddaby, R. W. Doan, R. Alexander, and J. F. Kennedy as the committee.

Mr. R. W. Doan, Toronto, then read his paper on "Etiquette in Schools."

A short discussion followed which was taken part in by Messrs. W. J. Osborne, Shaw, Campbell, Falconer, and Sanderson.

On motion of Mr. W. J. Osborne, seconded by Mr. W. E. Norton, a hearty vote of thanks was tendered Mr. Doan for his very interesting paper.

Mr. R. Sanderson moved, seconded by Mr. C. S. Falconer, That the Executive Committee of the General Association be requested to incorporate the addresses of Messrs. Suddaby and Doan in the minutes of the General Association.—*Carried.*

Mr. A. McMurchy was then introduced by the Chairman, and read his report on "The College of Preceptors."

After a brief discussion, on motion of Mr. R. Alexander, seconded by Mr. R. Coates, the thanks of the Section were tendered Mr. McMurchy for his kindness in presenting his report before this Section.

Mr. McMurchy was invited to meet with this Section on Thursday, when the subject would be further discussed.

Mr. Jno. Campbell gave notice that he would move on Thursday, seconded by Mr. J. A. Brown, That a committee composed of

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Messrs. R. Alexander, R. Lewis, J. A. Brown, Jno. Munro and F. C. Powell be appointed to consider the following questions and report at the next meeting,—

1. What subjects should be taught in our Public Schools, should the number be increased or diminished, or remain as they are under the present regulations?

2. Have our competitive and other examinations a tendency to produce a superficial education commonly designated "cram," or is it the best means of laying the foundation of a thorough and practical education?

3. What effect has our present system on the health of our pupils? If injurious, suggest a remedy.

On motion the meeting adjourned.

THIRD DAY.

AUGUST 12TH, 1886.

The Section met in the Public Hall, Education Department, at 8.45 a.m., Mr. F. C. Powell presiding.

Mr. Geo. Lindsey opened the meeting with devotional exercises.

About fifty teachers were in attendance.

The minutes of the previous meeting were read and confirmed.

The manner of collecting the fees was discussed but no change in the present mode was decided upon.

Mr. A. Barber presented the report of the committee appointed at the previous meeting on the Kindergarten System, which was as follows,—

1. That in our opinion the success attending the introduction of a modified form of the Kindergarten in the schools of Berlin, Galt and Dundas proves that it may be successfully introduced into town, village and also rural schools; also that the Hon. Minister of Education be requested to take such steps as will secure the bringing of the subject before every county association which has not yet considered the matter.

2. We are also of the opinion that if a Kindergarten class were established in Toronto to commence, say at the close of the schools in June, to continue some two or three weeks, it would prove to be a great help to those teachers who are anxious to obtain a knowledge of Kindergarten methods, and we doubt not would be largely attended.

3. It would be desirable that the Minister of Education should aid school officials in securing a supply of Kindergarten material either by money grant or by selling such material at cost.

On motion of Mr. A. Barber, seconded by Mr. C. Ramage, the report was received and adopted.

Mr. R. Alexander moved, seconded by Mr. W. J. Osborne, that the matter of drawing the attention of the Honorable the Minister of Education to the report of the committee on the Kindergarten System be referred to Messrs. R. W. Doan and W. J. Hendry.—*Carried.*

Mr. John Campbell then read the motion of which he gave notice on Wednesday, which was carried, the following committee being appointed, to report at the next Annual Meeting:—Messrs. J. F. Kennedy, R. Lewis, J. A. Brown, Jno. Munro, and the mover.

Mr. Jno. Munro, Ottawa, read a paper on "The Marking System," and concluded by moving, seconded by Mr. W. J. Osborne, That in the opinion of this Section it would be in the interests of true teaching to have the "Marking System" abolished so far as it relates to the unwritten work of the pupils.—*Carried.*

An interesting discussion followed in which Messrs. Campbell, Sinclair, Wallace, Ramage, Sanderson, Norton, Falconer, Barber, Morgan, Willis, Osborne, Alexander, Elliott, Gibson, Doan, Huff and Henstridge took part.

On motion of Mr. R. W. Doan, seconded by Mr. Elliott the thanks of the Section were given Mr. Munro for his able address.

Mr. S. McAllister was called to the chair.

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

On motion of Mr. W. E. Norton, seconded by Mr. J. T. Slater, a hearty vote of thanks was tendered Mr. Powell for his address.

A brief discussion followed, Messrs. Sanderson, Campbell and others taking part.

On motion of Mr. R. W. Doan, seconded by Mr. J. W. Henstridge, the further discussion of the paper was postponed until after the election of officers, which was at once proceeded with, and resulted as follows:—

<i>Chairman</i>	B. COATES.....	Burlington.
<i>Secretary</i>	J. A. BROWN.....	Whitby.
	F. C. POWELL.....	Kincardine.
	JNO. MUNRO.....	Ottawa.
<i>Directors</i>	R. McQUEEN.....	Kirkwall.
	A. BARBER.....	Cobourg.
	J. L. HUGHES.....	Toronto.
	W. J. HENDRY.....	Toronto.
<i>Legislative Committee</i>	R. W. DOAN.....	Toronto.
	S. McALLISTER.....	Toronto.

Mr. R. McQueen gave notice that he would move at the next meeting of this Section, seconded by Mr. R. Coates, the following resolution, That in the opinion of this Section it would be in the interests of Education that the subjects for examination for First Class "C" certificates be divided into three groups, viz. :—Mathematics, Science and English, and that any candidate for such certificate be allowed to take one or more of such groups at any examination.

The Section adjourned.

J. A. BROWN, *Secretary*.

F. C. POWELL, *Chairman*.

MINUTES OF THE HIGH SCHOOL SECTION.

August 10th, 1886.

The High School Section met in the Library at 12 noon. Mr. McHenry in the chair.

It was arranged that the hours of meeting should be from 9 till 12 a.m.

On motion it was decided that the published programme of the Section should be taken up in the following order :—

1. Report of High School Representatives on University Senate.—Messrs. Millar and Embree.
2. Report of Committee on Assimilation of Entrance Examinations in Medicine, Civil Engineering, Dentistry, Pharmacy, etc.
3. Report of Committee on College of Preceptors for Ontario,—A. MacMurchy, chairman.
4. Increased Legislative Aid to High Schools,—L. E. Embree, M.A.
5. Constitution, By-Laws, and Rules of Order for High School Section.
6. High School Text Books,—C. Fessenden, M.A.
7. Uniform University Matriculation Examinations.—J. W. Connor, M.A.
8. Suggestions of the High School Inspectors as embodied in their recent Reports,—Messrs. J. Henderson, M.A., and J. E. Dickson, M.A.

Mr. Embree gave notice that at a subsequent meeting of the Section he would bring in a motion relative to some desirable changes in the department of English, for Junior Matriculation and First Year.

On motion, the Section adjourned.

AUGUST 11th, 1886.

The High School Section met at 9 o'clock, Mr. McHenry in the chair.

The minutes of last meeting were read and adopted.

Mr. Embree, as one of the representatives of the High School Masters on the University Senate, presented a report of the work accomplished by the Senate during the past year. This report was supplemented by Mr. Millar, the other representative.

Moved by Mr. Henderson, seconded by Mr. McMillan, That the Senate of Toronto University be requested to make the work in Classics for Junior Matriculation with Honors, the same as that of the First Year Pass.—*Carried.*

Messrs. Connor, Strang, and MacMurchy took part in the discussion on this motion.

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

In the discussion on this motion the following members took part:—Messrs. D. H. Hunter, Squair, J. E. Dickson, Strang, Millar, Houston and Birchard.

Moved by Mr. Merchant, seconded by Mr. Houston, That a Committee of seven members of the Section, to be named by the Chairman, be appointed to take into consideration the relation between the so-called Pass and Honor courses of the University, to report next year.—*Carried.*

The Chairman named the following Committee:—Messrs. Millar, Embree, Geo. Dickson, MacMurchy, Wetherell, Merchant, Dobson.

The Committee *re* Assimilation of Entrance Examinations in Medicine, etc., asked for further time.

Moved by Mr. Embree, seconded by Mr. Christie, That a Committee of the Section be appointed to consider the advisability of making a change in Matriculation and First-Year University English.—*Carried.*

Committee appointed:—Messrs. Millar, Strang, Christie, McHenry, G. Dickson, Embree.

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COLLEGE OF PRECEPTORS.

Mr. A. MacMurchy presented the report of the Committee on College of Preceptors for Ontario. It recommended:—(1) The organization of a College of Preceptors consisting of (a) Associates, equal in standing to third-class teachers; (b) Licentiates, equal in standing to second-class teachers; (c) Fellows, equal in standing to first-class teachers and to graduates who are engaged in teaching or inspecting. (2) The management and control of the affairs of the college to be in the hands of the members thereof. (3) The entrance fee for Associate, Licentiate and Fellow to be respectively \$—, and for each an annual fee of \$—. (4) All professional teaching and examinations to be under the control of the College of Preceptors. (5) Fees to be charged all students attending the Normal schools for the support of these institutions. (6) A chair for the discussion of all questions affecting education to be established in the University of Toronto. (7) An effort to be made to enter into an arrangement with the Government with regard to the appointment of examiners for non-professional departmental examinations.

(Signed,) A. MACMURCHY,
 GEO. DICKSON,
 C. FESSENDEN, } Committee.

A long discussion ensued, in which the following members took part:—Messrs. J. E. Dickson, Christie, Tamblin, Pomeroy, Embree, Millar, Baptie, Fessenden, Connor, Strang, Steele.

Further discussion was postponed until a subsequent session, pending the action of the General Association.

Mr. Embree read a paper on Increased Legislative Aid to High Schools.

A Committee was appointed to frame resolutions with reference to Mr. Embree's paper:—Messrs. Embree, Millar, Merchant, Briden.

AUGUST 12th, 1886.

The High School Section met in the Library at 9 a.m., Mr. McHenry in the chair.

Minutes of last meeting were read and adopted.

The Committee on Constitution, By-laws and Rules of Order for the Section presented the following draft, which, on motion, was adopted:—

THE HIGH SCHOOL SECTION
OF
THE ONTARIO TEACHERS' ASSOCIATION.

CONSTITUTION AND BY-LAWS.

I.—MEMBERS.

The High School Section of the Ontario Teachers' Association shall consist of

(a) All qualified Teachers in the High Schools and Collegiate Institutes of Ontario ;

(b) All other Teachers in Colleges and Secondary Schools who have applied for admission to membership, and who have been duly accepted by a majority vote of the members present at any regular meeting of the Section.

II.—FEES.

All members shall pay to the Section Treasurer an annual fee of 50 cents. No member shall have the right of voting, or of holding office, until this fee has been paid.

III.—OFFICERS.

(a) The officers of the Section shall be a Chairman, a Secretary-Treasurer, five Directors, and a Legislative Committee.

(b) These officers shall be elected annually by ballot, at the last regular meeting of the Section.

(c) Every candidate for office must be nominated by a member of the Section before a ballot is taken.

IV.—MEETINGS.

This Section shall meet annually, and shall have at least three regular sessions during the morning of the days of meeting of the General Association. Each session shall begin at the hour of 10 a.m. Ten members shall form a quorum. Special meetings of the Section may be held when necessary, and regular sessions may begin at an earlier hour than 10 a.m., when a majority of the members so decide.

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V.—DUTIES OF OFFICERS.

Duties of Chairman.

The Chairman shall preside at all meetings of the Section, and at all meetings of the Executive of the Section, and shall perform such other duties as by custom devolve upon a presiding officer. In the absence of the Chairman, a *pro tempore* chairman may be appointed on nomination, the Secretary-Treasurer putting the question.

Duties of Secretary-Treasurer.

The Secretary-Treasurer shall keep a full and correct record of the proceedings of the Section; shall give a copy of the Section minutes to the Secretary of the General Association; shall conduct such correspondence as the Section Executive may assign; shall receive from members their annual fee, and shall pay over to the Treasurer of the General Association all money received; and shall give to the Chairman of the Section, whenever required to do so, a list of names of members qualified to vote and hold office.

Duties of the Directors.

The Chairman, the Secretary-Treasurer, and the five Directors shall constitute the Executive Committee of the Section. The members of the Executive Committee of the Section are members of the General Executive Committee. The Executive of the Section shall have power to fill all vacancies occurring in the interim between the annual meetings. This Committee shall have charge of the general interests of the Section; shall arrange the programme for the annual meetings; and shall do everything possible to advance the interests of the Section.

The Legislative Committee.

The Legislative Committee of the Section shall represent the Section in all matters pertaining to educational legislation.

VI.—AMENDMENTS TO CONSTITUTION AND BY-LAWS.

Amendments to the Constitution and By-Laws may be made at any regular meeting by a two-thirds vote, provided notice of the proposed amendment or amendments has been given at the previous meeting.

VII.—RULES OF ORDER.

The Rules of Order of the General Association shall be the Rules of Order of the High School Section.

VIII.—ORDER OF BUSINESS.

The Order of Business of ordinary meetings shall be

- (a) Roll of Officers called.
- (b) Reading of Minutes.
- (c) Reading of Communications.
- (d) Reports of Committees.
- (e) Business arising out of the Minutes.
- (f) Election of New Members.
- (g) Reading of papers announced in annual programme.
- (h) New Business.
- (i) Election of Officers.
- (j) Adjournment.

NOTE :—This Order of Business may at any time be altered by a majority vote.

DEPARTMENTAL EXAMINATIONS.

At this stage the subject of Departmental Examinations was taken up. The following resolution was introduced by Mr. Fessenden, seconded by Mr. Birchard :—(1) Inasmuch as it is impossible for any examiner to set papers uniform or nearly uniform from year to year while the average of thousands of candidates is nearly uniform; therefore, be it resolved that in the opinion of this Section it is desirable that to some extent the candidates should be made the standard of qualification. (2) Inasmuch as the candidates at the departmental examinations have been taught by masters who do not all follow the same line of thought, and it is not desirable that all masters should be forced to teach in the same way; therefore, this Section would recommend that two or more examiners set questions on the same paper, and that each paper contain more questions than the candidate is permitted to attempt.

A long discussion followed, taken part in by Messrs. A. Miller, Merchant, Pomeroy, Harstone, J. Millar, Embree, Strang, MacMurphy, Steele and Wright.

The motion was adopted.

COUNTY BOARD.

Mr. McBride moved, seconded by Mr. J. E. Dickson, that in the opinion of this section a County Board of Examiners, composed only of the head-masters of High schools or Collegiate Institutes and the Public School Inspectors within the county, should read the answers of candidates for admission to High Schools, and that the

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Board of Examiners should have the full discretionary power of passing any pupil they think able to keep up with High School work."—*Carried.*

COMPLAINT TO THE MINISTER.

It was moved by Mr. Strang, seconded by Mr. Birchard, "That a committee consisting of Messrs. MacMurchy, Embree, Fessenden, McBride, J. E. Dickson, John Henderson, Wetherell and the mover, be appointed to wait on the Minister of Education after his return, and to call his attention to the objectionable character of many of the papers at the recent departmental examinations for admission to the High Schools and for teachers' non-professional certificates."—*Carried.*

REPUDIATION OF CHARGES.

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

MATRICULATION EXAMINATIONS.

The committee appointed to consider the advisability of a change in matriculation and first year English, reported as follows: 1. That for 1888 there should be substituted for Cowper's Task Book III: Lines on Receipt of My Mother's Picture, John Gilpin, The Castaway, and such other of Cowper's minor poems as will be an equivalent. 2. That for 1890 the English be Childe Harold, Canto III., and the Prisoner of Chillon, or Epistle to Augusta, Ode to Napoleon, and Napoleon's Farewell. 3. That the play of Shakespeare, chosen for honor junior matriculation of 1887, viz., Timon of Athens, is quite unfit to be read in mixed classes; it is suggested that some other play be, if possible, substituted for it.

On motion the third clause was adopted. The first and second clauses were referred to the Executive Committee and the High School representatives on the University Senate.

LEGISLATIVE AID.

The Committee appointed to consider the question of increased legislative aid to High schools reported: (1) That the annual Legislative appropriation to the High schools and Collegiate Institutes should be largely increased in view of the large amount of additional

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

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

ASSIMILATION OF ENTRANCE EXAMINATIONS.

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

The report was laid on the table for future consideration.

ELECTION OF OFFICERS.

The following officers were then elected for the ensuing year:—Chairman, George Dickson, U. C. C.; Secretary, J. E. Wetherell, Strathroy.

Directors—Messrs. Fessenden, Napanee; Strang, Goderich, MacMurphy, Toronto; MacMillan, Ottawa; Alexander, Galt.

Legislative Committee—Messrs. D. H. Hunter, Woodstock; A. Steele, Orangeville; J. W. Connor, Berlin.

On motion the Section adjourned.

At a subsequent meeting, on motion of Mr. McBride, seconded by Mr. Strang, the Section expressed regret, That there was not time to hear Mr. Connor's paper on "Uniform university matriculation examinations," and Messrs. Henderson and Dickson's papers on "Suggestions of High school inspectors," and requested them to send their papers to the secretary to have them printed in the educational papers.

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MINUTES OF INSPECTORS' SECTION.

TORONTO, August 10th, 1886.

The Inspectors' Section met in Mr. Marling's office. Present Dr. Kelly, C. A. Barnes, J. Johnston, J. L. Hughes, W. H. Ballard, W. E. Tilley, A. Campbell, J. E. Tom, James Deacon, W. Mackintosh, J. C. Morgan, McCaig, Davidson, F. L. Michell and Brebner.

The minutes of last meeting having been printed and published in the Annual Report, were on motion of Mr. Mackintosh, seconded by Mr. Morgan, considered, read and adopted.

Mr. Morgan moved, seconded by Mr. Mackintosh, That a committee be appointed by the Chairman to draft by-laws and rules and to consider and report on any other matters pertaining to the management of the Section with a view to giving additional weight to its deliberation.—*Carried.*

The meeting then adjourned to meet on Wednesday morning at 9 a.m.

SECRETARY'S OFFICE,

August 11th, 1886.

The Section met pursuant to adjournment. Present, F. L. Michell, chairman, John Brebner, secretary, and Messrs. Mackintosh, Johnston, Scarlett, W. E. Tilley, Fotheringham, McKee, Morgan, Deacon, Kelly, Tom, Campbell, Dearness, Colles, Ballard, Hughes, White, Grant, McCaig and Rev. Jas. Gordon.

The minutes having been read were sustained.

The chairman in accordance with yesterday's resolution appointed Messrs. Morgan, Mackintosh, W. E. Tilley, Ballard and Hughes a committee to devise means to render the Section more efficient and to report in 1887.—*Carried.*

Mr. Ballard introduced his subject: "Inspection of Junior Classes in Graded Schools," dealing principally with arithmetic for the first year. After a full discussion of the subject in which most of the Inspectors present took part, Mr. Dearness moved, seconded by Mr. Johnston, That Messrs. Hughes, Ballard and Kelly be a committee to report to next Association meeting the practicability of having a Kindergarten department in connection with each County Model School.—*Carried.*

Mr. Morgan took up the consideration of the question, "Should schools be graded as well as certificates"? Treating chiefly of Entrance Examinations and Teachers' Institutes, and was followed by Messrs. Campbell, Michell, Brebner, Kelly, Tom and Deacon. Mr. Mackintosh moved, seconded by Mr. Campbell, That Messrs. Morgan, Brebner, W. E. Tilley, Hughes and the mover be a committee to bring in a report to-morrow on the Entrance Examinations.—*Carried.*

Mr. J. A. Brown then led in a discussion on Graded Schools. He held that the less grading there is in a school the better, and the discussion was continued by Messrs. Tom, Morgan, Kelly, Deacon, Mackintosh, Brebner and Scarlett.

It being now noon the discussion of the subject was adjourned, to be taken up to-morrow if possible.

Adjourned to meet Thursday, 9 a.m.

SECRETARY'S OFFICE,

August 12th, 1886.

The Section met at 9 a.m. in Mr. Marling's Office, Present F. L. Michell, chairman, John Brebner, secretary, and Messrs. Campbell, Deacon, Johnston, Morgan, Smith, Dearness, Kelly, Barnes, Fotheringham, Tom, Mackintosh, Scarlett, Ballard, McKee, J. F. White, Hughes, Colles, Glashan and the Rev. Jas. Gordon.

The minutes having been read and declared correct, Mr. Morgan read the report of the Committee on Entrance Examinations, and moved, seconded by Mr. Mackintosh, That the Report be received and read clause by clause.—*Carried.*

The Report was read and some slight verbal amendments made, the fifth recommendation being rewritten as follows:—Fifth, and finally, it is recommended that the Minister should on the nomination of this Section appoint an Inspector who shall hold office for two years. Two Inspectors being appointed the first year, one of whom shall retire by lot at the end of that year.

Dr. Kelly moved, seconded by Mr. Mackintosh, That the report as amended be adopted—*Carried.*

Mr. J. R. Miller, late Inspector West Huron, read a very able and interesting paper on "The details of an Inspection," which was discussed by Messrs. W. E. Tilley, Dearness, Barnes, Tom and Fotheringham.

Mr. Scarlett moved, seconded by Mr. Johnston, That the thanks of this Section be tendered to Mr. Miller for his valuable address.—*Carried.*

On motion of Mr. Hughes, seconded by Mr. Smith, Professor Neff was heard before the Section on Elocution and his methods of teaching it.

The Professor received thanks for his address.

It was moved by J. L. Deacon, seconded by A. Campbell, That Messrs. A. Campbell, J. H. Smith and the mover be a committee to report to the General Association a resolution of condolence upon the death of the late Peter McLean, Inspector for Algoma and Parry Sound.—*Carried.*

It was resolved on motion of Mr. Hughes, seconded by Mr. Ballard, That the Section respectfully request the Minister of Education to have a Model Kindergarten conducted during the Summer holidays, next year, which should be attended by the primary teacher of each Model School in which there is not a regular Kindergarten, and by such other teachers as may wish to attend.—*Carried.*

It was moved, seconded and resolved, That the opinion of this Section no Third Class Certificate should be renewed without re-attendance at a Model School except on the recommendation of the Inspector, under whom the teacher has taught during the three years' term of his expired certificate.—*Carried.*

It was moved by Mr. Mackintosh, seconded by Mr. Dearness and resolved, That the Minister of Education be requested to provide as formerly General Registers for the Public Schools, and that the form be modified so as to render it more practicable for use in connection with the present system of reporting attendance.

The meeting then adjourned *sine die*.

JOHN BRENNER, *Secretary.*

Your Committee beg to report that they have, in obedience to your wishes not only discussed the general question of the entrance examination but that they have gone more particularly into the specific questions referred by you to them.

They have therefore the honor to report, That the entrance examination should be retained not only from its usefulness in connection with High Schools, with which view of the case our Section is not so immediately concerned, but because it has also served a most useful purpose with respect to Public School work, as forming a test of that work, and a certain Educational status to which pupils in rural schools might be urged to attain. They feel at the same time that it has been, and is open to grave objections under its present management as viewed from this latter standpoint, and the criticisms made and improvements suggested by your Committee largely owe their existence to the fact that it is our duty to consider the question chiefly as related to Public Schools, to which it may readily be made a most important aid.

Having defined their general position, your Committee desire to say:

1. That whereas uniformity in the results is desirable, and it is insisted on by the Departmental Regulations it has by no means been obtained, and that this is due not altogether nor chiefly to the various styles of marking adopted by the different High School Entrance Boards or to their regulations.
2. That they most strongly approve of the *general tendency* of the papers set at the last Entrance Examination, but that they find it impossible to resist an endorsement of at least some of the complaints made to your section and referred to us with respect to individual papers and questions. On these points they find:
 - (a) Whilst the direction to which the papers in Literature and Grammar pointed was unquestionably good, they are in the meantime too difficult.
 - (b) The History paper was decidedly too difficult.
 - (c) The Grammar paper was misleading on account of the style in which some of the questions were put.
 - (d) That two lists of isolated words (given for spelling or for pronunciation) on the Orthography and Orthoepy papers should never have been given.

Viewing then these defects chiefly as they affect the Examination in its higher relation to Public Schools, your Committee would suggest as reforms necessary to restore public confidence in the Examination:

1. That the standard as set down should not be lowered an iota, but that the questions should be kept rigidly within the prescribed limits, viz., the work set down for IV. Classes in Public Schools.
2. That the language in which these questions are clothed should (taking into consideration the nervous flurry of most children at an examination) be easily within the comprehension of an average pupil properly prepared, so that no explanations on the part of the local examiners should be rendered necessary.
3. That there should be a Board of Examiners in each county, to consist of the Inspector or Inspectors and the High School Head Master or Head Masters.
4. That in the preparation of the papers and the revision of the work two Public School Inspectors should be associated with those now composing the Board, so that the higher end of the Entrance Examination (its

relation to the Public Schools) should be more fully met. Your Committee feel that at present this phase of the question must necessarily be largely lost sight of by gentlemen who for years have had no connection with Public Schools, but who have achieved their well deserved distinction by a thorough knowledge of High School work, and by a keen interest in and intense devotion to that particular branch of labor in the educational field. Your Committee feel sure that the High School Inspectors would be glad of the addition of two of our number as being likely to make the results of the Entrance Examination more harmonious and symmetrical with reference to the diverse and sometimes conflicting interests affected by such an examination

5. Finally it is recommended that the Minister should, on the nomination of this Section, appoint an Inspector, who shall hold office for two years, two Inspectors being appointed the first year, one of whom shall retire by lot at the end of that year.

All of which is respectfully submitted.

J C. MORGAN,

Chairman

TREASURER'S STATEMENT.

TREASURER'S STATEMENT FOR 1885-86.

RECEIPTS.		DISBURSMENTS.	
Balance as per last statement	\$514 01	Publishing Minutes.....	\$111 68
Members' Fees.....	54 00	Expenses of Convention.....	26 00
Sale of Minutes	63 46	Executive Committee (Travelling fare).....	89 92
Government Grant	200 00	Printing, postage, stationery, express, etc.....	21 58
Advertisements,	23 00	Reimburse Expenses of Model School Masters, years of 1881 and '82.....	13 50
Interest on deposit	11 55	Salary of Secretary.....	40 00
		Treasurer (two years).....	20 00
		Balance on hand	543 34
	\$866 02	Total.....	\$866 02

Respectfully submitted,

W. J. HENDRY,

Treasurer, O. T. A.

TORONTO, August 10th, 1886.

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ADDRESS DELIVERED BEFORE
THE ONTARIO TEACHERS' ASSOCIATION.

10th August, 1886,

BY THE PRESIDENT, MR. S. McALLISTER.

LADIES AND GENTLEMEN :

Let my first words to you this evening be those of thanks for the honor you have done me by making me President of the Ontario Teachers' Association. It would be the shallowest hypocrisy on my part to pretend that I do not feel proud of a position which is the highest that it lies in the power of my fellow-teachers to bestow. I must not forget, however, that with the honor comes the responsibility of seeing that the work of this Convention is conducted to a successful issue; and I trust I shall have your forbearance as well as your support, in any efforts I may make towards this end.

Let us keep in mind that we assemble here as a deliberative body, with the purpose of bringing our opinions to bear upon the general interests of education in the country and of those engaged in it. To do this successfully we must reduce those opinions to a focus, though they may be as varied as the colors of the rainbow. The programmes of business which the Board of Directors and the Committees of the High School, Public School, and Inspectors' Sections have prepared, will make the three days of our meeting very busy ones. I am sure they will be pleasant, and I trust they will be profitable, so that we may be able to look back to the Convention of 1886 as one in which valuable progress was made in the cause which we have all so much at heart.

I propose to pass in review some of the important reforms that have had their origin in the deliberations of these Conventions, and I do this that we may be encouraged and stimulated in our work and, that our younger fellow-workers who have not yet borne the burden and heat of the day may be convinced of the utility of our meetings, which, strange to say, some are disposed to question.

When this Association began its labors one of the first things it attacked was the method of granting certificates to teachers. There were then as many centres of examination for certificates as there

were counties, and the County Boards had the power of granting all grades of certificates, from the lowest to the highest—with this restriction, that they were legal only in the county in which they were granted, while those granted by the Normal School were provincial in their character. It will be at once perceived that there could be no fixed standard for County Board certificates so long as they varied with the character of the Boards which granted them, and indeed one of the facts which used to be stated in argument against this system was, that while in some counties the standard for first class certificates was as high as that at the Normal School, in adjoining counties it was almost as low as that for third class provincial certificates. As early as 1862 the crusade against this defective plan of certifying teachers began, and it continued year after year with concentrated effort until a Central Board of Examiners was at last appointed; and a plan of granting certificates, upon which the present one is based, was inaugurated. By this the two higher grades of certificates were made provincial, and tenable during good behavior, whether the recipients were trained at the Normal School or not, the only requisite, as a set-off to Normal School training, being experience in teaching.

This is not the only matter that was then taken up. It was a subject of complaint that the inspection of schools was doing very little to further educational progress. The inspectors, or local superintendents, as they were then called, were not, as a rule, men connected with education, but consisted of a motley company of lawyers, doctors, clergymen, etc., who in many cases used this position to eke out a scanty livelihood. It would be quite wrong to say that there were not a number of men amongst them who did excellent work. Indeed the records of this Association, and the presence still amongst us of men who served the country as well when local superintendents as they now do as inspectors, prove the contrary. Nevertheless, as a rule, the work of inspection was done in a perfunctory manner; and when the Ontario Teachers' Association began to call for a reform in the method of granting certificates, it felt it necessary to agitate for a reform in the inspectorate too, its main contention being that every inspector should be a practical teacher. This point was at last conceded, and reform in the method of granting certificates and that in the qualifications of inspectors were inaugurated at the same time. The results of requiring inspectors to be practical teachers is seen in the immense improvement of our schools to-day. Had our Association secured no other reforms than these two, it would be entitled to our gratitude and the gratitude of the country at large, owing to the improvement produced in the standing of the teacher in the one case, and the immense benefit conferred upon public school education on the other.

It may surprise some of our younger members to know that when the Ontario Teachers' Association was inaugurated, if we except the Normal School, there was no public provision for the education of girls beyond what the public schools afforded, and of course in the

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Normal School the training was of a special character. Girls had no legal standing in our Grammar Schools, as they were then called; nor need I say, in our universities. As early as 1865 the Association took up the question of the higher education of girls; in 1867 it was again discussed, and a committee was appointed to press the subject upon the attention of the Chief Superintendent and the Council of Public Instruction, and to take such other steps as they might deem advisable to carry out the wishes of the Association on the subject. In 1868 the Address of the President, Mr. McCabe, was specially devoted to this subject, and the Board of Directors brought forward a series of resolutions which, among other things stated, "That the course of studies for girls and boys in our higher schools should be substantially the same. That the non-recognition of girls as pupils of our Grammar Schools is contrary to the wishes of the great majority of the people;" and that the legal recognition of girls as Grammar School pupils is calculated to further the real educational interests of the country." These were adopted, and a Committee was appointed "to bring before the Legislature of Ontario the subject of the higher education of girls in accordance with the views of this Association." The agitation was continued until the Legislature finally put the education of girls upon the same basis as that of boys, in our high schools. In the discussion of this question I need hardly say the High School members of our Association took a leading part; and who will question but that it has been largely owing to their endeavors in the High School Section that the doors of our universities have since been opened to women? It is a fitting sequel to these remarks to state that this year, for the first time, we have a girl, in the person of Miss Balmer, who, having passed regularly through our provincial course of education, from the Public to the High School, and from the High School to the University, has carried off at her graduation the highest honors against all competitors.

In a country like ours, where the support of public schools is made compulsory upon the inhabitants, it is right to suppose that the attendance of children should also be made compulsory. This was not done when our system of education was established, and our Association was not slow in talking the matter up with the desire to have it done. In 1867 the subject of compulsory education was brought before the Association by a paper read by the Rev. Mr. Porter, who was then Superintendent of Common Schools for Toronto. In 1868 a resolution was adopted stating "that the rule of compulsory attendance ought to be adopted, as it is at once a just and logical sequence of our system of education, and the only way by which the great evils of irregular and non-attendance of children at our schools can be abated." In 1871 the principle of compulsory education was recognized by the Legislature in the Act which was passed in that year. In anticipation of this the following resolution was adopted at our meeting in 1869: "That in the event of the principle of compulsory education being adopted by the Legislature the establishment

of Industrial Schools will be absolutely necessary, to receive vagrant children and incorrigibles." Though our laws now require attendance at some school for one hundred and ten days in each year on the part of all children from seven to thirteen years of age, unless prevented by sickness or other reasonable cause, we are still troubled with the evils of irregular or non-attendance; and no industrial school has yet been established by the State to receive vagrant children and incorrigibles. Now, why is this? The fault is certainly not in the law, for all the machinery needed to enforce the compulsory clause is provided. Trustees are empowered to levy a rate of one dollar per month upon the parent or guardian for each child kept from school in violation of the law, or the culprit may be summoned before a magistrate, who is empowered to fine him five dollars for the first and double that amount for each subsequent offence. In proof of the fact that we are still troubled with the evils of irregular or non-attendance we need only refer to the last Report of the Minister of Education. There we find that the registered attendance for 1884 was 466,917, and the average attendance 221,861, or not quite 48 per cent. of those registered. This means that less than forty-eight scholars out of every hundred attended school regularly during that year. One other fact more directly bearing upon the subject before us has yet to be stated: no less than 90,959 children between the ages of seven and thirteen years, or about twenty per cent. of the whole registered attendance, were returned as not attending any school for the minimum number of days required by law. Can we wonder that in a very intelligent and appreciative article upon our school system, which appeared recently in the English "Schoolmaster," our low rate of average attendance should be the subject of remark. I am quite aware that the circumstances of the country are against so good an attendance of pupils as can be secured in most European countries but why should it be any lower than in Australia where it ranges from 73 per cent. in Western Australia to 57 in New South Wales. In Victoria, whose population, and number of persons to the square mile correspond most closely to our own, the percentage of average attendance is 64. Evidently the law of compulsory education is not a dead letter there as it is allowed to be with us. I have not yet heard of an instance in which any Board of Trustees has tried to enforce the law by either levying the rate they are empowered to do upon negligent parents or guardians, or by bringing them before a magistrate. It would be interesting to know what proportion of adults among those who have received their education solely at our public schools can write a letter decently, or read a newspaper paragraph intelligently I fear it would not be found to be a large one, because if there is irregular attendance at School there is defective education, and defective education is sure to shew itself in after life. Why then is the compulsory part of our school law not put in force? No doubt while some boards of trustees are ignorant of it a good many more ignore it. I am quite aware that a rigid enforcement of it

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would work grievous wrong in a good many cases. Take for instance that of this city. For many years past the persistent efforts of our Board of Public School Trustees have not been able to meet the demands for school accommodation owing to our rapid increase of population. These efforts have been hampered, too, by that vexatious clause in our school law which gives municipal councils control over the expenditure for school buildings, &c. In view of these difficulties it would have been impossible to have carried out the compulsory law in this city, and other boards may have had similar obstacles to contend with. But I am sure that with the majority of school corporations throughout the country the enforcement of school attendance would not be an impossible, and with many of them, not a hard task. If a penalty of some kind were imposed upon negligent trustees as well as upon negligent parents our average attendance would be improved, and two other good results would follow. In the first place children would get a better education, and would thus be better prepared for performing the duties of citizenship afterwards, and in the second, the average cost per pupil would be lessened. It is one of the anomalies of our school system that notwithstanding the lower salaries paid to teachers in our rural schools the cost for education in those schools is higher than it is in either the cities or towns. This is owing to their low rate of attendance, which, during some parts of the year, is almost nominal; were regular attendance insisted upon this anomaly would disappear.

Emerson has said in his epigrammatic way, that it is better to be unborn than untaught, and no state system of education can be considered complete that does not make provision for that large class of our juvenile population which comes under the head of vagrants and incorrigibles. For such as these special schools must be provided, and this is a matter that has not escaped the attention of our Association. At the Convention of 1868 a motion was passed in favour of establishing industrial schools for training our vagrant juvenile population. In 1870 the motion I have already read to you, which formed part of the report of a committee was adopted. In 1873 I had the honour of reading a paper upon the subject, the discussion upon which resulted in the appointment of a committee "to wait upon the Government, and impress upon them the necessity of establishing one or more such schools in this Province." A standing Committee upon Industrial Schools was subsequently appointed, but without any effectual result. Enough has been said, however, to show the interest that has been taken in this subject in past years. The fact that the Government has paid no attention to it is a sufficient reason for us still to keep the subject before us. Professor Huxley has well said that no plan of national education is complete unless it begins in the gutter and ends in the University. Ours undoubtedly ends in the right place. But where does it begin? Certainly not so low down as the gutter, and yet we have a large number of children in our midst who are shewn by the Report of the Minister of Education to be attending no

school whatever,—children either without parents, or whose parents are incompetent to manage them, and who eventually grow up to be a means of supply for our criminal population. The following wise words of an eminent statesman and scholar, who shewed himself to be far in advance of his time, I mean Sir Thomas More, are very well worthy of being weighed in connection with this subject: "If you allow your people to be badly taught, their morals to be corrupted from childhood, and then, when they are men, punish them for the very crimes to which they have been trained in childhood, what is this but to make thieves, and then to punish them." What has our legislature done to secure the proper training of these children? Nothing further than passing an act to sanction the establishment of industrial schools. There, not only the legislature but the government seem to think that their duty ends, and yet I know of no duty which more legitimately belongs to the government of a country than the proper care of these neglected children. I have often thought that if a man like Goldsmith's Citizen of the World visited this country he would be as much amused with the inconsistencies in the management of our public affairs as Goldsmith's character was with those of the Man in Black. He would find that while our legislature shews its benevolent solicitude not only for the insane, but for idiots, for the deaf and dumb, and for the blind by providing asylums for them, it shews itself totally indifferent to the welfare of those neglected boys and girls who infest our streets and lanes and whom it might save from a life of crime, and make useful members of the community by a judicious expenditure of money which would not amount to so much as has afterwards to be spent upon them as criminals. As soon however as they get into the clutches of the law then it begins to take an interest in them, and sets itself vigorously to work to reform them. "These strange people," our visitor might remark, "have a proverb which says, Prevention is better than cure, but in their public affairs they seem to think that cure is better than prevention." Surely it would be better to get hold of these boys and girls before they become inured to a life of crime and place them in an institution where they would be brought up as useful and wealth-producing members of society by being taught, along with the rudiments of an ordinary education, some useful employment. What our government has neglected to do, it has remained for a number of private individuals to attempt. Several gentlemen have formed themselves into an Industrial School Association, under the act that was passed last session. The most active among these is Mr. W. H. Howland, the present mayor of Toronto, whom, I am glad to say, we shall have the pleasure of listening to upon this subject on Thursday evening. This Association has secured a piece of ground at Mimico from the government, and has proceeded to erect buildings on it which will soon be ready for occupation. No efforts that it may make, however, nor any of the Toronto Public School Board which is co-operating with it, will relieve the government,

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and legislature from their duty of trying to keep our street arabs from becoming criminals. The least that they can do is to liberally second the efforts that are being made by these two bodies, and when next they ask the government for bread I trust they will not, as on recent occasions, be tendered a stone. When schools like the one at Mimico have been established to receive those children that cannot be made to attend our public schools, we may regard our system of education as fairly complete, and only then can this Association consider its duty, in keeping the question of industrial training before the government and the country, fulfilled.

One of the objects we aimed at from the start, and indeed one that is avowed in the preamble to our Constitution, was to encourage the formation of Local Associations. This we did by making delegates from these associations at one period members of our Board of Directors. We also regularly received reports from them regarding the condition and progress of the bodies which they represented. A time for this, until within the last year or two, was always provided at our meetings. I think that this custom of hearing the delegates' reports should still be honored in the observance. Our purpose was to secure greater interest in educational matters throughout the country by means which would afford teachers an opportunity of comparing their views and of receiving benefit from each other's experience. We found in the person of the late Minister of Education, Mr. Crooks, a warm supporter of these institutions; and I am free to say that many which are now in a flourishing condition, owe their existence, and others a large increase of vitality to his friendly aid. When we consider that each of them is the centre of intellectual and professional activity among the teachers of the district—that they give an opportunity to improve professional work, and tend to foster a professional spirit, we cannot attach too much importance to their establishment. With the whole country mapped out in districts having local associations, a question which has more than once occupied our attention, will come again to the front. It will have to be considered whether the Ontario Teachers' Association should not become a purely representative body, composed of delegates from local associations. I am aware that there are difficulties in the way, but these are not insuperable, and I feel sure that as years advance we shall see our way through them to accomplish our purpose. I need hardly say that as a representative body the strength and influence of this Association would be greatly increased. It would then become in the full sense of the words an Educational Parliament, and would exercise an influence on the educational affairs of the country which would be beneficially felt to the utmost school section in it.

After having the examinations for teachers' certificates and the method of selecting inspectors put upon a satisfactory basis, our attention was turned to the training of teachers. Formerly the only place where professional training could be secured was in the Normal

School ; but the accommodation there soon proved inadequate to the wants of the Province. Even before the establishment of a Central Board of Examiners, when candidates had to pass one or perhaps two years at that institution, it was crowded. But when the change in the method of examining was made, it was found impossible to provide for the professional training of all classes of teachers at that institution. In 1873 the Public School Section of this Association took the matter up, and after due deliberation recommended that County Model Schools be established, "and that all candidates for third class certificates, who have not previously taught a public school for three years, be required to receive a training as Pupil Teacher in some such Model School for that period." Model Schools such as those recommended were subsequently established, and they have been fairly successful in giving to our young people some of the intellectual equipments for taking charge of a school. That they are not more successful is not their fault, nor is it the fault of the teachers of the Model School ; it is the fault of the scanty training the system, as established, provides for them. It will be interesting to examine this matter of Model School training somewhat closely. When a candidate has secured a non-professional certificate of the second or third class, he enters a Model School, not for a three years' course of professional training, as was recommended by the resolution above quoted, but for a three months' course. During that brief time the Principal of the Model School is expected to deliver to the students in training three courses of lectures—twenty-eight on Education, ten on School Law, and eighteen on Hygiene—or fifty-six lectures in all. In addition to these the student receives lessons in Music, Drawing, and Drill, or Calisthenics. He is also expected to review his non-professional work in composition, grammar, arithmetic, and literature. In addition to all this, the most important part of his three months' course, that of learning to teach, has to be sandwiched in. He gives an average of thirty lessons to the pupils of the school under the supervision of the Principal or his assistants. As the last seven weeks of the course are prescribed for this work, he must give at least four lessons a week ; and since he is expected to make a thorough preparation for each lesson beforehand, he must surely find that the work of preparing for his non-professional certificate was small compared to the enormous amount required of him during his short Model School term. The only person whose labor can compare with his own is that of the Principal.

With these facts before us it is vain to think that cram ends with the non-professional course. It must be as rife in the Model School as it is in the High School. The students-in-training, however, have this crumb of comfort, that there is much more certainty about their success, for while over fifty per cent. of those who write for the non-professional certificates fail ; not more than six per cent. of the students-in-training who write for third class professional certificates are rejected. At the end of this hurried thirteen weeks'

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course ninety-four per cent. of our students-in-training stand forth as full-fledged teachers, empowered by their certificates to take charge of any public school in the country. In fact the model school is supposed to do as much in thirteen weeks for them as is done for pupil-teachers in England by a four years' course of training. While, with us, a medical student has to go through a four years' course to minister to the wants of the body, and a theological student has to go through a similar course to minister to our spiritual wants, a student-in-training at our Model Schools is expected to acquire the knowledge and skill necessary to develop the mind and character of the young in thirteen weeks. The rudest of handicrafts requires a longer apprenticeship than this. It would need more time to learn to handle a spade, to wield a hammer or trowel, or to run a sewing machine. The time is not long enough for a student to learn, I will not say how to present a subject before a class, but to present *himself* before one. Can we wonder that there are complaints among inspectors about the crude nature of the work done by these young people when they are put in charge of schools. Of course at first their efforts must be to a large extent empirical in the most delicate and responsible task that can be entrusted to any human being—that of developing the lineaments of the divine image that we are all made in. To make matters worse, these third class teachers receive their so-called professional training in graded schools, and when they go to teach, in at least three cases out of four, they are placed in charge of ungraded schools, where they have classes from the alphabet to the Fourth Book. To a teacher experienced in the work of an ungraded school the task of taking charge of a new school is difficult enough. What then must it be to a young person wholly inexperienced in that kind of work? Only those who have passed through the bitter ordeal can give the answer. And what must be the result to the pupils? Loss of time, the formation of careless and idle habits, laxity of discipline, and in many instances disregard of properly constituted authority.

I trust I have said enough to show that our efforts to secure a proper course of professional training should not be relaxed. In England, I have said, a pupil-teacher has a four years' course. He begins at the age of fourteen as an apprentice in a school under a certificated master, and carries on his professional and non-professional work together. His improvement in general and professional knowledge is tested by frequent examinations, the questions for which are prepared under the authority of the Education Department. At the end of his time as a pupil teacher, he passes an examination for entrance to a training college, where he has a two years' professional course, after which, if he has made fair use of his opportunities, and shown reasonable aptitude he is supposed to be completely fitted to undertake the duties of a teacher. I do not think it possible for us to have a plan like this in Ontario; nor, if it were possible, do I think it would be in all points desirable. We have a decided advantage in getting students who have finished most of their

non-professional work before their professional training begins. They are thus enabled to learn in a shorter time their professional work. A two years' course in connection with a Model School should be ample for that. I fear, however, that the meagre salaries paid to teachers, and the present state of opinion in the country would not justify so long a course of Model School training. It might, then, for the present be limited to one year. The first part of that year should be spent in the Model School, doing work of a similar character to that at present, but less in quantity. After a short Model School term, the students should be distributed under the inspector's direction among the various schools of the district in which the Model School is situated. The Inspector would, of course, assign the students to those schools where they could best learn to teach.

In these schools, under the eye of competent masters and mistresses, the students would LEARN TO TEACH, as they can only learn — *by teaching*. And they would do so under the most favourable circumstances, having in each case a responsible person, and one who is interested in the work, to guide and assist them, and observe what they did, with a friendly, though critical eye. The work should be made as easy as possible for the student at first, for I believe with John Stuart Mill that "It holds universally true that the only mode of learning to do anything is actually doing something of the same kind under easier circumstances." The inspector should have the power to move the students from one school to another at the end of a certain time, if he thought the varied experience would benefit them. That they should not lose sight of the science while they are learning the art of teaching, they should assemble, say once a month, at the Model School to review their work, and receive lectures on the subjects prescribed for their course. I have already spoken of the excessive amount of work thrown upon the principal of the Model School. This he should be relieved of as far as at least as the lectures on education are concerned. Those should be assigned to the inspector, whose wider experience in the district renders him better able to deal with the subject practically, in regard to such matters as school organization, School management, methods of discipline, and methods of teaching. As most of the students in training when they enter the Model school have reached an age at which in many other occupations they would be bread-winners, I think that some remuneration should be given to them during the time they are acting as assistants in the schools of the district. Pupil teachers in England are paid from the time they begin their apprenticeship. In London, for instance, boys receive salaries ranging from one dollar and three-quarters a week the first year to four dollars the fourth year; girls, from one dollar and a quarter the first year to two dollars and a half the fourth year. A payment, however slight, would leave the effect of reconciling them to the greater length of their apprenticeship. At the end of the year they would assemble at the Model School, for their professional examination, and in regard to practical teaching the examina-

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tion should be commensurate with their extended experience. A course of training such as this would, I am sure, turn out better teachers. The longer apprenticeship would have the effect of creating a professional feeling among the students, and would wean them from the inclination so common at present to wander off into other pursuits. The presence of the students in the schools of the district would be a benefit to the teachers in charge of them in more ways than one.

Hitherto the work of this Convention has been mainly devoted to matters which concerned the country at large, not to what concerned the teachers personally. In this respect I fear we resemble those good people who attend to a great many charitable objects to the neglect of their home duties. I am glad to see that we are disposed to make an effort to remove this reproach. By the paper which Mr. Dickson is to read on "A College of Preceptors for Ontario," you will be afforded an opportunity of discussing what position the teaching body should occupy as a factor in our school system, and what steps should be taken to secure that position. Up to this time we have been little better than a rope of sand, and I am sure it would be of immense benefit not only to the teaching profession, but to the country, if some well-considered scheme for uniting the whole profession into one compact body, with common aims for the good of both the profession and the public, could be carried into effect. But it will need all the wisdom we have at command to inaugurate such a scheme. That this wisdom will be forthcoming, our success in all well-considered efforts in the past justifies me in expecting. In the consideration of this as well as the other subjects on the programme let us look to that past for guidance and encouragement, and I am sure our work will be the better for it:

In the elder days of Art,
Builders wrought with greatest care,
Each minute and unseen part,
For the gods see everywhere.

Let us do our work as well,
Both the unseen and the seen,
Make the house where gods may dwell,
Beautiful, entire, and clean.

I trust that your efforts will be crowned with abundant success, so that we shall be able to look back to the Convention of 1886, as one of the most successful in the annals of the Ontario Teachers' Association.

EDUCATION IN ITS RELATION TO HUMAN PROGRESS.

E. H. DEWART, D.D.

Teaching and learning, when rightly related to each other, yield education as a result. Although diligent study and patient application may enable one to acquire that knowledge and mental culture which we call education, without the instruction of the living teacher, yet the untaught student works at a great disadvantage; and, at any rate, he must substitute the written words for the living voice of the teacher. It is now universally admitted that the object of all teaching is to impart a knowledge of the truths of the worlds of matter and thought; and to do this in a way that will develop and train the faculties of the mind.

EDUCATION HAS A GREAT OBJECT.

The greatness and comprehensiveness of this object invest the work of teaching with an importance which has generally been underestimated, even by the teacher himself. It is the work of the educator of the young to unlock the gateways of the vast and varied fields of knowledge; to teach those who are to be the men and women of the coming time the right use of the powers with which the Maker has endowed them, and by the inculcation of true principles to lay the foundation of noble character and useful lives. The character of the ministers who shall preach in our pulpits, of the teachers who shall teach in our educational institutions, of the legislators who shall make our laws, and of the writers who shall mould the opinions of the people on the great subjects of human thought, are, at the present time, in process of formation by the educational agencies of our country. The ignorance which beclouds and misleads so many minds, the widespread indifference respecting the great thoughts of gifted souls and the wonderful works of God, and the corresponding inability to rightly weigh facts and draw sound conclusions can only be remedied or removed by wise teaching and faithful study. Indeed, we may go a step further, and declare that the future social, intellectual, and moral condition of nations and communities shall be determined by the kind of teaching and studying which prevail in the formative periods of their history and life.

SILENT AND INVISIBLE FORCES.

Why then, it may be asked, do we not cherish a higher estimate, a truer appreciation, of work and workers, so intimately related to the character of the people and the growth of civilization? I think this is chiefly owing to two causes. First, because the work of the educationist is wrought in the sphere of mind, and is, therefore, spiritual and impalpable. It is like the silent sunlight and silver dew that fertilize the earth. Its invisible influence cannot be measured

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by any material standard of value. A great result may have been wrought out in the sphere of mind, and yet it may present no outward sign that the dull senses of ordinary mortals can understand. The farmer can reap his harvest and reckon up the value of his fruit and grain. The merchant can balance his books and ascertain what has been gained by his mercantile ventures. The builder can point to the stately structure, which is the result of the architect's thought and the workman's toil. But you cannot measure the growth of a soul. You cannot trace and estimate the effect of a great thought stirring the brain and kindling high purposes in the heart. Examinations may reveal some of the facts stored in the memory; but they cannot test the degree in which truth has stimulated and nourished the powers of the mind, and become a silent force in the uplifting of society. In this age of mammon worship we need not wonder that results so spiritual and intangible, marked by no outward trappings of wealth or distinction, can only be appreciated at their true value by the few who look below the surface of things, and apprehend those silent influences that are moulding the world's life.

ALL TEACHING A PROCESS OF SEED-SOWING.

Another cause of this want of true appreciation of the greatness of the teacher's work is the fact that the teacher is a seed-sower, working in hope of a future harvest. He cannot expect immediate fruit. The seeds of truth must germinate and grow before the ripe fruit can appear. This is true of all classes of teaching. Of the teaching of the Christian preacher, who expounds religious truth; of the writer who discusses the questions of the times, as well as of the teacher who guides the young in the paths of literary and scientific knowledge. All must work in faith, believing that "in due season they shall reap if they faint not." None of the great workers, whose words and deeds are imperishable forces in promoting the world's progress, ever saw the full result of their life work. And just because the results, in their very nature, are not immediate and visible, the profound significance of the work is not understood. Many striking illustrations of this are seen in the ordinary history of our schools and colleges. The keenest-eyed teachers or professors do not see all the latent power that is coiled up in the boys and girls whom they teach. They cannot pierce the future and behold the positions for which they are fitting them, or the eminence and influence they are destined to attain. On the back seat in a rural school-house may sit a little prime minister, firing paper pellets at a future chief justice; but the teacher only sees a couple of mischievous boys. When the boys he has taught rise to eminence and fame, the grey-haired teacher may be allowed to draw comfort from the thought, that words he has spoken and lessons he has given may have contributed to inspire them with the love of knowledge, and the high ideal of life, which led them on to usefulness and distinction.

INFLUENCE OF EDUCATION ON CIVILIZATION.

If it is difficult to note the full effect of increased knowledge upon

the character of an individual, it is still more difficult to trace and gather up into definite statement, the influence of educational agencies on the complex civilization of nations and communities. We can only mark the height to which the tidal wave of progress has risen, on some broad, social, political, or religious lines, as compared with the condition of things which prevailed at some former period. The improvements indicated by these changes have directly resulted from the diffusion of truth, and the consequent prevalence of sounder views on the great practical questions of life. The study of the vast systems of suns and planetary worlds that surround us has enlarged human conceptions of the immensity of the universe, and the order and harmony which govern the whole. The discoveries in the different departments of physical science have lightened human toil, greatly promoted the comfort and health of the people, and opened up the rich treasures which the Creator had prepared long ages before man had learned to use them, or even knew of their existence. The use of steam on land and sea as the means of rapid travelling from place to place, and of electricity as the means of transmitting thought with lightningspeed over vast distances, have broken down the barriers between countries, shed light upon regions of darkness and barbarism, and widely promoted a practical sense of the brotherhood of the human race. From the history of past times we have learned important lessons, which have enabled us to shun evils that have blighted fair promises of national prosperity, and which have inspired with a love of liberty and justice. The study of political economy, though only in its infancy, has taught us to respect the rights of classes that were once regarded as called into existence for the benefit of those who could use them as instruments of selfish gain. From the biographies of the brave and wise men of other times, men have received guidance and impulse to establish institutions and agencies that have blessed and elevated thousands. Even in the sphere of theology and Scripture interpretation, the more thorough study of the great facts of human life, and of all branches of knowledge which help to illustrate and explain sacred truth, has taught men that religion is not a mere set of dogmas to be believed and ceremonies to be observed; but the implanting of a new life, enabling those who receive it "to do justly, love mercy, and walk humbly with God." It is an indisputable fact that those countries where popular education has received the greatest attention, and its advantages have been most widely diffused, are the places where political freedom, social progress, and regard for all human rights are found in the highest degree of perfection.

HAS MORAL IMPROVEMENT KEPT PACE WITH KNOWLEDGE?

I am aware that it has been maintained that moral and social improvement has not kept pace with the progress of invention and discovery. It has been alleged that all this material progress has not produced a higher type of men and women than was seen in former

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times of comparative ignorance; and that the world has not grown better in proportion to its advancement in knowledge. Some, indeed, maintain that it has grown worse. I do not think this is a fair way of putting the case. It may be true that the world has grown more rapidly in knowledge than in virtue, and yet this may be no just charge against general education. If a youth of good mental gifts, who is truthful, unselfish, courageous, and honest, studies for many years all branches of useful knowledge, until he becomes a man of extensive learning and knowledge, it would not be a just complaint to say that the personal virtues of such a one had not grown in proportion with his knowledge. It is enough if he has strengthened and retained his virtues, and brought them into play in the wider field of influence that his education has opened to him. The same thing is true of communities. Their moral virtues may not have increased at the same rate as their knowledge, and yet they may have greatly improved. We must consider breadth as well as height. If the number of people who possess integrity and high character is greatly increased this must count for as much as improvement in the type of manhood. There can hardly be a question that there is a wider diffusion of virtue as well as of knowledge in our times. It may be worth while to offer some facts and arguments in support of this opinion.

THE WORLD DOES GROW BETTER.

No doubt if anyone is disposed to search out and gather up the evil and deplorable things which can be found in the world, there will be no great difficulty in finding materials for a dark picture which may appear to confirm the pessimistic view of modern life. But any method of investigation that ignores the great reforms of the age, and unduly magnifies existing evils is unfair and misleading. The evils which are mentioned to prove that the world grows worse are generally such as have existed in some form in every period; the good features which are claimed for the present age are reforms that are a real gain, added to the advantages previously possessed. It will generally be found that those who paint the present times in such dark colors are theorists, or hobbyists, who exaggerate existing evils, in order to make an apparent necessity for the adoption of their particular panacea for the world's woes.

OPPRESSIVE EVILS OF PAST TIMES.

In these jottings, I can only in the briefest manner advert to some of the oppressive evils of past times, which our modern civilization has outgrown. These improvements relate to all spheres of human life, national, municipal, social, domestic, educational, and religious.

The legislation of this century, in nearly all civilized countries, has been more enlightened, just, and humane than that which it superseded; and had removed many unjust and oppressive burdens and restraints which had been imposed upon the people by the laws of former times. Laws protecting the laborers in factories and mines

from the selfish and grinding tyranny of employers have been passed. Improvements of criminal laws, more in harmony with the instincts of justice and humanity, have been made. In Ireland, penal laws, which denied men the rights of citizens, on account of their religious belief, have been revoked. In Canada, within the memory of living men, a system of government by an irresponsible oligarchy has been superseded by a free, responsible Government.

BENEVOLENT AND HUMANE ENTERPRISES.

In the leading countries of the world great progress has been shown in making provision for the education of the children of the people; vast treasures of useful knowledge have been placed within the reach of the common people, from which they were formerly excluded. In this generation also an arrest has been put upon the brutal traffic in human beings; and vast multitudes once held in degrading slavery have been set free, and invested with the rights of manhood. In our own, and in most other countries, life and property are far more sacredly guarded than they were at the beginning of this century. Invention, commercial progress, and scientific discovery have given many comforts and advantages to the poorer classes that were formerly unattainable by them. In no previous age was so much practical sympathy displayed in relieving all forms of human want and suffering. Among the Churches of Christian lands the disposition to engage in fierce conflicts over minor differences of opinion has largely passed away, and a broader and more tolerant charity widely prevails. General literature is marked by less coarseness, greater purity, and a higher moral tone, thereby indicating a corresponding improvement in the taste and morals of the people. In many countries of Asia, Africa, and the islands of the Pacific, where the people were steeped in ignorance and vice, the labors of Christian missionaries and teachers have given to great multitudes a purer system of morals, the consolations of religion, and the blessings of a Christian civilization.

DARKNESS AND CRUELTY OF PAST TIMES.

We cannot go back even a generation, not to say a century, without finding in the laws, literature, customs, and historic events of the past, things that excite our surprise and indignation, and which would now be deemed disgraceful and intolerable. Through the baseless and superstitious delusions about witchcraft, hundreds of innocent persons were subject to unjust and inhuman tortures. The most intelligent and exalted persons in Church and State shared these superstitious beliefs. When it was charged that Agnes Sampson and two hundred other Scotch witches had sailed in sieves from Leith to North Berwick church, to hold a banquet with the devil, the pedantic King James I. had her subjected to torture, and questioned her himself after the racking had been duly prolonged. This woman was condemned to the flames, and died in agony, protesting her innocence and calling on Christ to have mercy upon her as Chris-

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tian men would not. Thirty other persons were executed at Edinburgh at the same time. At different times over 4,000 persons suffered death for witchcraft in Scotland; and it is said that during the sessions of the Long Parliament not less than 3,000 were judicially murdered on this charge in England, besides the deaths inflicted on suspected persons by the mob. The atrocities committed on persons accused of witchcraft in New England in the time of Cotton Mather, are too familiar to need any description here. The last execution for witchcraft in England took place in 1716. The last in Scotland occurred in 1722.

STATE OF ENGLAND IN THE LAST CENTURY.

We place England in the van of Christian civilization, and yet the picture of English religious life in the last century is in marked contrast with its present moral and social state. Bishop Burnet spoke of "the imminent ruin hanging over the Church" of his day, and tells us that the greater part of the candidates for the ministry never seem to have read the Scriptures and could not give the shortest account of the catechism. Archbishop Secker says:—"Such are the dissoluteness and contempt of principle in the higher part of the world, and the profligacy, intemperance, and and fearlessness of committing crimes in the lower, that it must, if this torrent of impiety stop not, become absolutely fatal."

MR. BRIGHT AND PROF. PLAYFAIR'S TESTIMONY.

Mr. Bright not long ago spoke of remembering a time of great peril in England, because of the great suffering of the people, when they were conspiring to do foolish and impracticable things against the Government. He mentioned that when the Board School system was introduced 15 years ago only 17,000 children were attending all the schools in Birmingham. Now there are 57,000. Prof. Playfair, in a recent address, bore testimony to the great improvement that had taken place within his memory. He said he was old enough to recollect the misery, when strong men lay in bed to mitigate the pangs of hunger, when the workhouses were full of paupers, and when the gaols were crammed with people who stole so that they might be fed. The population of England then was 16,000,000, now it was 26,000,000. The persons sent into penal servitude were 4,443 in the year 1843, and 40 years after, when the population had nearly doubled, there was only 1,378 such criminals, or only one third the number in 1843.

BARBAROUS CRUELTY AND GROSS CRIME.

A recent English writer, in referring to Lord Shaftesbury's efforts to shorten the hours of labor in factories, says:—"In some mills children were found travelling from 20 to 30 miles a day in doing their work, the general result being that in factory districts as many died under 20 years of age as under 40 in any other districts of England. In Manchester half the children died under three years of

age.' In the manufacture of tobacco, children as young as seven, spend 12 hours a day, and often more, in an unhealthy and offensive atmosphere. In Brussels carpet-weaving, boys of eleven years of age were often called up at 3 or 4 o'clock in the morning, and kept in for 16 or 18 hours. In some trades children of 5 years of age were taken in to work from 5 or 6 in the morning till eight at night. The result of all this to many was physical disease, and death—to those who survived, stolid ignorance and moral depravity. In such a condition of things we need not be surprised to read such a statement as this:—

"The state of crime may be inferred from the fact that in the twelve months of 1826, 203 persons were condemned to death—an average of nearly four a week—while 803 were sentenced to transportation, either for life or for a term of years." Cheap food, better wages, shorter hours of labor, and more widespread secular and religious instruction have made these dark pictures a thing of the past.

PROGRESS IN ITALY.

In other European countries the changes have been scarcely less marked and salutary. Italy has risen into a new life. When the revolution which Garibaldi inaugurated broke the power of the tyranny that had prevailed in the States of the Church and in Naples, it was found that hundreds of citizens had been incarcerated in dungeons for years, without formal charges or the form of a trial, while their families were being starved by being deprived of their support. In a report by a local Governor he says:—"When I looked into the records of the court I found a mournful void; 450 cases have been pending from four to five years and more." The country in which these unjust and outrageous doings took place now occupies an honorable position among the free constitutional governments of the world.

It would be easy to present numerous facts of this kind, which show the growth of freedom, religion, and morality, as well as knowledge, but time will not permit.

SOME POPULAR MISTAKES CORRECTED.

We are not to look so much for the superiority of the present in a few great men, as in the elevation and improvement of large numbers of men. There is also a misleading tendency to compare the great men who are living at this hour with all the great and good men produced in long periods of time. No one age can compete with all time. Neither should it be deemed necessary for us to show that past times possessed no advantages over the present. Every period has some redeeming features, which may have to be sacrificed in order to reform what is evil. It is enough if the gain is greater than the loss. Feudalism and slavery furnished many beautiful instances of the fidelity of the slave to his master; but who would say men and women should be kept in bondage merely for this golden gilding on the fetters of their slavery? People often speak of the past as they speak of the dead, mentioning only what is commendable and

forgetting the ignorance, injustice, suffering, and crime which found a congenial home in the bosom of the "good old times" which some revere so much. Though men whose ideal of religion is submission to authority and atheistic pessimists whose hatred of all religion blinds them to the blessings of Christian civilization, and theologians whose prophetic theories require a period of moral degeneracy, may deem the free thought and democratic spirit of these times a deplorable evil, yet I firmly believe that "the world moves," onward, upward, heavenward, slowly but surely, nearer and nearer to that time of which prophets have spoken and poets sung, when truth and righteousness shall gloriously triumph over the wrongs and falsehoods that have bewildered and oppressed humanity.

PRIZES AND SCHOLARSHIPS.

D. C. McHENRY, M.A.

A retrospect over the history of our educational methods shows that decided progress has been made. This progress, however, has not been uniform and continuous, but is made up of a succession of lines much like those of a vessel tacking against the wind—generally onward but in its progress often going from one extreme to the other.

Those of you who have spent many years in teaching can recall numerous changes that are nothing but a series of contrasts. To younger teachers also the past decade furnishes not a few such changes in the laws, theories, and practices of our educational work.

That which strikes one as singular is the fact that each novelty has been fairly popular in its turn, almost on its introduction. Indeed, the greater the contrast the more readily has it appeared to meet with popular approval.

Such, for example, were the changes from the operation of our educational system largely through local centres of authority, to the general control of the system from one central office; from the general superintendency to the present ministerial *régime*; from the payment to High Schools on the basis of attendance only to payment by results; from payment by results to payment according to local liberality; from the special fostering of classical teaching in High Schools to the reign of mathematics; from the so-called mathematical craze to a corresponding specializing in English; and so on through the erratic line which we are expected to recognize as the path of substantial progress.

It would seem, indeed, that legislative enactments and departmental regulations have had much to do in making and unmaking our opinions, instead of our having statutes and regulations as the outcome of opinion prevalent among those who are more directly experienced in educational matters.

To the changes enumerated may be added the remarkable change in public and professional sentiment on the subject of prizes. For many years the Educational Department regularly encouraged the practice of distributing prizes. To-day, if I mistake not, its influence lies in an exactly opposite direction. As for teachers, the entire abolition of prizes now appears to be the proper thing. In our universities the tendency is clearly in the same direction. This, moreover, is undoubtedly the popular view of the question.

If I prove not indifferent to traditional custom, I shall dispose of the question by simply tossing it aside with the remark that it is virtually settled, and must take its predestined course until the pendulum takes a swing to the opposite extreme.

This easy method, however, is hardly satisfactory. The emphatic and even impatient utterances of some writers and speakers on this subject—while in harmony with a prevalent spirit of change—may and probably do reflect current opinion; but I am sure that in some cases there has not been a full and impartial investigation of the principles that underlie the question.

In fact, it is largely a question of *motives*; and such considerations bring us as teachers into the realm of our deepest problems.

The principles that govern the giving of prizes are not easily distinguishable from those motives that lie beneath our most praiseworthy efforts to excel in the various callings of life.

If we exercise a little patience, I think we shall find that the question is fairly debateable, and also that it will ultimately resolve itself into that of *the preponderance of resulting good or evil*. Herein I hope we may find a practical issue.

1. Let us first examine the reasons usually assigned for giving prizes and scholarships, and ascertain, if possible, how far the intended objects are realized.

(a) *In order to attract students.* This evidently accounts for the major part of our university prizes, scholarships, and medals. It is no secret that our arts colleges are as eagerly competing for numbers as the most enterprising of our medical schools or collegiate institutes. The quiet dignity of the competition does not diminish its keenness, nor is the real object of these pecuniary attractions concealed beneath the bland expressions we hear on convocation days as to the heroic struggles of medallists, and the congratulations bestowed in distributing scholarships among the needy sons of wealthy parents, who generally receive them.

We must have colleges, and colleges must have students, even if they have to be bribed to attend by displaying long lists of cash prizes. As a rule these inducements are carefully placed at or near the entrance, in the hope that if students thirsting for knowledge can once be enrolled and kept for a year, the charms of an institution so generous will not fail to hold them till graduation.

The same remarks apply generally to all schools that add to the educational advantages they offer these pecuniary inducements.

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say they apply generally. It would be too much to say that every educational institution that offers prizes does so merely or mainly to attract students; for prizes are offered in some schools that are crowded with students without an effort being made to swell their numbers. We shall find elsewhere the reasons that operate here. Our universities, however, will hardly deny that the main reason they have for offering prizes of various kinds is to attract students to their halls.

The amount thus expended is very large, as may be seen by collating from college calendars the lists of cash prizes.

I understand that during the past ten or twelve years Toronto University has spent on an average over \$4,000 a year out of public funds. To this must be added private scholarships amounting to about \$600 a year. The Senate, moreover, has decided to increase this amount by placing at matriculation five additional scholarships.

Trinity College spends annually \$2,000 in prizes and scholarships, \$500 of which is placed at matriculation.

Victoria spends annually about \$500 in prizes, scholarships, and medals.

Queen's spends \$1,000 a year in prizes for arts students, to which may be added \$930 offered to theological students and \$240 to medical students—about \$2,100 in all.

McGill College offers prizes, medals, and scholarships, of the annual value of over \$4,000.

Dalhousie College, Halifax, offers prizes of the annual value of nearly \$7,000.

From these six arts colleges we have an annual expenditure of over \$20,000, representing an invested capital of more than \$300,000.

To this we may add the large sum spent for this purpose by our theological colleges, ladies' colleges, medical schools not already named, private schools, public schools, and high schools. The annual expenditure may safely be put at \$35,000 representing a capital of over half a million dollars.

In the United States the annual expenditure in 370 colleges and universities for scholarships alone is over \$100,000. Add to this the money spent for this purpose in their other educational institutions, and we shall have an annual outlay of probably \$160,000 a year, representing a capital of *over two and a half millions*.

Now, if my supposition is correct, that these prizes are offered mainly to attract and retain students, we are in a position to estimate approximately what it costs to induce the youth of our continent to accept the blessings of a good education.

It is important, in relation to this matter, to inquire whether this great attracting force really does attract—whether by this means students are induced to attend our institutions of learning; if so, what class of students are reached, and also whether a sufficient number of students worth educating might not be secured by a process more rational and inexpensive. We may profitably consider, besides, what other use might be made of the capital thus invested.

Perhaps the best test of the attracting power of scholarships and prizes can be made by asking each teacher that prepares students for college, or for other examinations where prizes are offered, to estimate for himself the effect of such inducements.

I think that the united testimony of these teachers will be that with many students the question of winning scholarships at matriculation is one of supreme importance—in some cases determining the college selected, and even the course of study to be pursued.

The practice of annually displaying long lists of scholarships and prizes would hardly be kept up unless it were found to be effectual.

The amount thus offered by some of our colleges is ridiculously large for the number of matriculating students.

Trinity College, for example, with ten or twelve arts matriculants offers \$500.

McGill with thirty arts matriculants offers them about \$500 in cash scholarships; and of the 110 free tuition scholarships, at \$20 each, a large number are given in the first year.

Dalhousie last year offered to twenty-one arts matriculants the sum of \$2,500. This was distributed to these fortunate young gentlemen in the form of five exhibitions, of \$200 each; and ten bursaries, of \$150 each—each prize tenable for two years. That is, at the end of their second year five of this class will have received \$400, and ten of them \$300 each in cash. If any one can persuade himself that Dalhousie does not offer a warm welcome to matriculants, he must be strangely insensible to the charms such bursaries would have for the average student.

To take an example from American universities, the Johns Hopkins University offers the enormous sum of \$20,000 annually, on competitive examinations alone.

In view of such facts, it is hard to see how certain colleges could fail to be popular in this money-loving age.

If it can be shown that the students who must be attracted by these prizes could be reached in no other way, and that they are worth the effort made to obtain them, possibly the outlay may be justifiable. In my opinion, however, the material thus drawn into our colleges is not of a superior kind, in some cases consisting of students that could be secured by nothing less than money, and who hardly pay for the four years' coddling they receive.

What high school headmaster has not received letters from such persons, inquiring what inducements we were offering for intending students? After entering a high school or collegiate institute, their chief concern is to get the most they can for the least money. This mercenary spirit controls them in their course through the high school, guides them as they proceed to the university, and is an actuating principle until at graduation they receive the final instalment in cash or an equivalent, and go forth to swell the ranks of the mercenary and venal.

That such instances are to be found is perfectly certain; that

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they are not more general is to be attributed to the limited resources of colleges for offering scholarships.

If one may judge from recent action in the Provincial University, these attractions would be multiplied if the funds were available.

What would be the effect if throughout our country all these scholarships were to be withdrawn to-morrow? I think that among other good results the following would appear:—

1. These students who are attracted mainly by prizes and scholarships would soon be missing.

2. Our colleges would have about all the really good students they have at present.

3. The colleges, thus left without pecuniary attractions, would so improve in educational attractions as to fill their classes with students who would do credit to the universities and to their country.

Take for example the \$20,000 annually expended in Toronto, Trinity, Victoria, Queen's, McGill and Dalhousie, and with it either establish an additional chair in each college or increase its material equipment. To the true student every one of these colleges would soon present irresistible attractions.

Assuming then, that this first reason for the prize-system is the principal one, I submit that the funds are misapplied; that the practice not only fails to attract the talent we need, but that by creating a false ambition and encouraging mercenary motives, it actually tends to attract an inferior class of students. To this add the fact that, by a proper use of the funds the best class of students might be attracted, and this, too, through the constant upbuilding and permanent improvement of our colleges.

(b) The second reason assigned is that many *poor students are thus encouraged to attend college*, who would otherwise be debarred from the privilege. Let us examine this question. The desire to aid poor but deserving students is certainly a laudable one; but if the distribution of funds contributed for charitable purposes, say in Toronto, were surrounded with the doubt and uncertainty connected with the appropriation of this money to poor students, I fear that the distribution of funds to the city poor would soon be looked upon with distrust and suspicion. Contributors, unable to trace contributions to the objects of charity, would cease to give, and the system fall from want of confidence.

In the first place, I do not believe that poor students as a rule win and receive the scholarships or any fair proportion of them. And in the second place, I contend that there is a much better way of aiding such students as do receive assistance.

If I am credibly informed, not more than ten per cent of the scholarships awarded at Toronto University go to students who can be considered poor. This very year two of the leading scholarships are won by a son of one of our merchant princes. In the very nature of the case we should expect no other result. The scholarships are awarded on competitive examinations. To succeed at these, long,

and in many cases expensive training is required—just that kind of preparation which the sons of the wealthy can and do receive when they are reading for honours. An inspection of the prize-lists will show that these prizes, which are distributed without reference to the circumstances of students—solely on the marks obtained—are generally received by men whose securing a college education does not depend on their winning scholarships. The object in view, in other words, is not attained.

But admitting that some needy students are thus aided, is there not a more rational method of determining the distribution? In many cases it is not general diligence nor the struggles of poor students, but genius that is rewarded.

I should prefer that some method be adopted for affording aid to needy students, which would be independent of all competitive examinations on entering college. I think the beneficiary aid thus given and received should be on the ground of *moral worth, existing need, and reputable scholarship*. It should also be given privately, the transaction being made known to none but the college-president (or a select committee) and the student. Such assistance should be withdrawn from students who incur serious college censure or fail to maintain good studentship.

The sum of \$12,000 is thus quietly distributed every year at Yale College, \$6,500 at Boston University. Students needing aid are required to interview the college president before a certain day in the college year, and fully satisfy him on all conditions laid down. They are then quietly enrolled for beneficiary aid and proceed with their studies without publicity and loss of self-respect.

Surely, if needy students are to be aided, it should be in some such way as this. It has the merit of *directness*. Every dollar intended for needy students goes to needy students—not to the sons of the wealthy. It has the merit of *fairness*—the aid being given on the ground of real worth together with respectable ability—not on the doubtful chances of a competitive examination. It has the merit of *testing the real intentions of the donors*. The charitable element of the present method is hardly separable from that of unseemly competition between students and colleges. By the method proposed it will be seen to what extent these friends of needy students really wish to help them. It also has the merit of *economy*. At present \$20,000 a year is paid out simply on the reports of examiners. The most undeserving rascal in the class may take the highest prize if he scores the highest number of marks, while the honest, hardworking student of limited advantage and lower marks receives nothing. The cash, however, is spent—as a rule all spent. By the method I propose only so much would be used as was actually needed by deserving applicants. Probably one half the money now spent in scholarships might be saved for other purposes.

Again, if students are attracted to college, and are thereby benefited; or if certain needy students have been enabled, through

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scholarships received, to gain a college education otherwise unobtainable—if these benefits are really conferred, who would be most likely to know it and gratefully acknowledge the fact? Certainly the students themselves. But what do we find? At a meeting of the students of Toronto University last March the following among other resolutions was passed:

"That whereas, in the opinion of the undergraduates, medals and scholarships are detrimental to the true interests of education; and whereas contrary to the expressed wishes of the undergraduates, scholarships and medals have been restored by the College Council; and whereas the library is not equipped so as to afford the students all the advantages such an institution should confer; and whereas there is the greatest necessity for the appointment of a lecturer in political economy; therefore the undergraduates protest against the restoration of medals and scholarships, and also against the action of college officials in soliciting contributions for such purposes, thus diverting public benefactions from more worthy objects."

Evidently the supposed benefits are not such in reality, or they are very ungratefully received. In either case the money here expended should be used where the recipients would not protest against its appropriation.

The college paper, also, strongly condemns the present system. The policy of forcing upon students the acceptance of a large sum of public money, annually received under protest, is certainly very questionable.

We are compelled to conclude that this expenditure, in the face of such general expressions of disapproval on the part of the supposed beneficiaries, must be kept up, if it be continued, for some purpose other than that of directly aiding students.

(c) The only other general reason for giving prizes, to which I shall refer, is that they *serve as an incentive to study*—a reward for success.

This opens up a wide field of unsettled controversy, and in the time allotted to this paper I can merely touch the leading points.

Incentive to study is unquestionably one of the mainsprings of successful teaching. Something proper to do and a motive for doing it, one of the surest ways of securing attention and interest in study. Incentives to mental effort may be good or they may be bad; they may induce healthy action, or they may lead to injurious results. So with *rewards for success*: they may prove a benefit or an injury, according to circumstances. We cannot, therefore, either wholly approve or condemn the giving of prizes as incentives or rewards. *Incentives we must have; a motiveless pupil cannot be educated.*

As suggested in my opening remarks, the question turns largely on the *preponderance of good or evil* resulting, on the whole, from the practice of giving prizes.

The good effect should be apparent both in the individual student and also in the institution. It is usually claimed for the stu-

dent (a) that he is spurred to greater diligence in his studies when working for a prize, (b) that the emulation thus created among students is supposed to fit them for the struggles they will meet in after life.

1. I admit that these results are to some extent realized; but my first objection is that whatever benefits arise from the prize system reach a very small proportion of students. As a rule, those who win prizes are students who least need this spurring, while those who do need it fail to enter the race. I shall not wait to prove this. Every experienced teacher knows that it is the case. The coming prizemen in the high school and university classes are very soon known, and the others settle down into the quiet resignation of interested spectators. So in college. The coming medallists are singled out early in the course and the spurring and the emulation are limited to three or four in each class. It not unfrequently occurs that for the last year or two there are only two competitors for the two medals. This is a very serious objection, and to my mind is sufficient to warrant a radical change in the system. For the non-competing majority the prize system is injurious rather than otherwise. They soon realize that it is a test of early advantages and a trial of present strength, rather than a means of encouraging diligence in study or rewarding students for relative improvement. Feeling that there is no room for the weak, they gradually accept their doom, and often settle down into utter indifference. In such students we not unfrequently find an utter deadness to the best form of educating influence—the most unpromising material on which a teacher may be called to work. The dazzling success of the few often blinds us to the wants of the many; and almost unconsciously we are turning our schools into the training ground of a few students intellectually strong, to the neglect of many students whose comparative weakness deserves our special attention.

Prizes, therefore, as at present used, when intended as an incentive to diligence, fail to accomplish their purpose. Like giving scholarships in order to aid needy students, they miscarry—fall short of their intended object, and should be abandoned for something more generally beneficial.

2. But even supposing every student to be reached by the incentive of prizes, I should still question the wisdom of the practice. The motives thus offered are not the best; indeed they are unworthy the high aims of devoted teachers and tend to lessen the self-respect of students. In the race for prizes teachers catch the spirit of the contest and soon become little more than professional trainers for the final trial of strength. I doubt if either teacher or students, under these circumstances, can quietly enter the realms of higher thought. Our schools and colleges ought to be the depositories of generous and noble ideals. The highest forms of success should be aimed at and appropriate motives appealed to in order to its attainment.

The ideal set before prize-winners is not the best. The material

nature of the contest is not truly elevating. Our students will find enough materialism when they leave school and college. Our civilization is full of temptations to low material success, attained only by aiming at low and material standards of life.

The satisfaction of winning scholarships is not unalloyed. Paying one's fair share for educational benefits received ought to be the *privilege* of the poor as well as the *duty* of the rich: and the high-minded sons of humble parentage cannot rid themselves of this thought on receiving scholarships, even though conscious of having won them fairly. At its best, a cash prize comes to such a man as an awkward kindness and any material reward as a questionable compliment. The inconveniences of poverty are not more prejudicial to intellectual pursuits than the spirit engendered in exciting contests for cash prizes. Observe, I do not say that needy students ought not to be assisted, but that scholarships obtained in competitive examinations are not the best form in which such assistance can be given.

Emulation is a natural principle and plays an important part among the secondary motives that actuate us in our most laudable pursuits. Our duty as teachers is not to *ignore* it, but wisely to *guide* and *control* it. "It exists," says Willm, "as a natural disposition in every assembly of men pursuing simultaneously the same occupation; it exists independently of all outward rewards and has nothing in common with the hope of material advantage." Not necessarily, perhaps; but the natural principle, like any other, may be abused, and soon degenerate into unhealthy rivalry, when a *few prizes* are offered to *many* competitors. A self-seeking ungenerous spirit is almost sure to assert itself; as Shakespeare puts it:

"For emulation hath a thousand sons,

That one by one pursue; if you give way,

Or hedge aside from the direct forthright,

Like to an entered tide *they all rush by,*

And leave you hindmost."

Self-emulation—surpassing one's self—is a laudable motive—the highest form of competition in all cases, under wise direction, resulting in good to those that are exercised thereby. In obedience to this principle of action,

We rise by things that are 'neath our feet;

By what we have mastered of good or gain;

By *the pride deposed* and *the passion slain,*

And the vanquished ills that we hourly meet.

The present mode of awarding prizes makes the success of a few, or of one, possible only on the failure of many others—comparable, certainly, to some forms of what passes for success in business life; but I think we shall find a nobler form of competition—one that may safely be recommended, and from which are eliminated the selfish ambitions so prominent in prevailing methods—one in which

Men may rise on stepping-stones

Of *their dead selves* to higher things.

Can we not rise a step or two in the scale of motive without being regarded as transcendental? Higher than the hope of tangible reward, or the desire to excel others, is the desire to win the approbation of parents or teachers; and highest of all, the wish to improve *because it is right*.

Fitch, speaking of what he terms "an elaborate system of bribery, by which we (in England) try to stimulate ambition and to foster excellence," relates that a recent traveller in England, Dr. Wiese, late director of public instruction in Prussia, says of this: "Of all the contrasts which the English mode of thinking and action shows, none has appeared to me so striking and contradictory as the fact that a nation which has so great and sacred a *sense of duty* makes no use of that idea in the school education of the young. It has rather allowed it to become the custom, and it is an evil custom, to regard the *prospect of reward and honour as the chief impulse to industry and exertion*," prizes and medals being given not only for progress in learning but also for good conduct.

The same may soon be said of Ontario unless radical changes are effected in this business of prize-giving.

Now, what benefit do prizes confer upon our colleges? We have considered the question of increasing the number of students. Can any other advantages be claimed? Perhaps these artificial incentives to work may relieve professors of the task of supplying other motives. This, however, is the surest and quickest way to reduce teaching to a mere form and to fossilize our teachers. The system certainly cannot increase the financial resources of our colleges. The reverse is true; for they are thereby deprived of a large sum that might be devoted to needed improvements.

I have noticed that some who speak unfavourably of prize-giving, and who would not spend a dollar of public money for this purpose, would not hesitate to use private funds if they could be obtained. I cannot see any difference, so far as the general principle is concerned; and it is not easy to see that the effect upon students is changed in the least degree. True, it encourages private liberality, and possibly to some donors, affords considerable satisfaction.

But is this the best use that can be made of this money? If *not*, these donors can, and no doubt will, transfer their benefactions, and thereby increase the satisfaction they now experience.

Not to dwell on this point, I pass on to another objection, sufficiently serious, I think, to condemn the present prize system. I refer to the *basis on which they are generally awarded*—that is, competitive examinations.

I believe that those who have had most experience in conducting these examinations are strongest in their condemnation, and would consider it a great relief if they were utterly abolished. Huxley says: "Under the best of circumstances examination will remain but an imperfect test of *capacity*, while it tells next to nothing about a man's power as an *investigator*." If inexperienced persons were to condemn

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them, we should hesitate to accept their verdict ; but when our most prominent and competent examiners are almost a unit in condemning this mode of testing the real merits of students, *where prizes are involved*, we must believe that it is radically and essentially defective. It has been said that even Socrates would be plucked in our modern competitive examinations.

In the first place, there appears to be no agreement among our examiners on clearly defined principles by which the ability of competitors may be fairly tested. This may seem to be a sweeping assertion, but I shall give my reasons for the statement.

The ordinary written examinations may serve as a means of deciding whether candidates are ignorant of a subject or fairly acquainted with it, and hence are practically reliable in such cases as entrance examinations of all kinds, and for various promotions, which are entrance examinations in reality ; but they cannot so determine the comparative attainments of competitors as to fix upon the one who absolutely stands first. In most cases prizes, scholarships and medals are awarded on the result of several examinations in the hands of as many different examiners. But no two examiners mark alike, even on the same paper ; and a still greater disparity is seen when they work on different papers.

One examiner attaches special importance to logical statement, and marks accordingly ; another, to accuracy ; a third, to neatness and clearness ; a fourth, to showy diction ; another, to a conformity to his own favourite methods of solving problems or elucidating propositions.

Now, supposing a set of papers on the different subjects of a competitive examination to have passed through the hands of these five examiners, and results to be recorded. Let these same papers be passed on to five other competent examiners in the same subjects, for their independent verdict. Who does not know the probable result ? The man selected as *facile princeps* by the first examiners may hardly rank a good second in the hands of the others ! In support of my position, I ask you to look at the number of appeals that are sustained in connection with our departmental examinations. If no appeals are sustained in university examinations, it is only because no appeals are allowed.

Take, for instance, the departmental and university examinations of last month. Who would have the assurance to say that a prize or a medal could be given on such papers as we had on several very important subjects ?

In fact, there are no fundamental, controlling principles on which examiners are compelled to act. Upon the idiosyncracies of any particular examiner there appears to be no check. Individuality characterizes all our examinations. To this one would not necessarily object ; but in too many cases there is a disregard for established limits, and no common standard of difficulty as between papers of the same grade. And yet on the results of such examinations many of our prizes must be awarded !

2. Even supposing that the numerical results of our examinations were reliable, a written examination alone cannot determine what a student knows of a subject. There are disturbing elements that often prevent candidates from doing themselves justice; and it appears to me that the time has come when the *opinion of teachers*, who have spent years, it may be, in daily testing the abilities of candidates, ought to count for something in these examinations. On this point I shall not enlarge, but it is a question that will be heard from again.

3. Then again, I object to the system of prizes and scholarships on the ground that our mode of competition rewards but *one* when *all* may be equally meritorious. Is that paradoxical? I believe it is true. I have already touched on this point. I should like to see a system by which prizes would not be awarded to a few on the ground of relative scholarship but to all who reach a fixed standard.

What more painful duty can fall to the lot of a conscientious teacher or professor than to be compelled to award a gold medal on four years' work, when between the two or three worthy competitors a difference of less than one per cent. is known to exist? I have known such a case. What does the awarding of two gold medals in the same subject mean? Who believes that they represent absolutely equal merit? Ask for the figures in such a case. Analyze the process by which this painful equation was reached, and if you are not convinced that our prize system is utterly bad, I shall be disappointed. Even though a slight numerical difference may be shown to exist, it is quite possible that the man who stands second may be the more meritorious. I appeal to experienced teachers. Is not this statement borne out by facts? Do not prizes often mark *success* and reward *genius* rather than *merit*?

These remarks are intended to apply also to public and high school prizes. Take the following from this year's report of the examiners of the Toronto public schools: "The competition was in many instances remarkably close. In the contest for the medals presented by Mr. John Macdonald for the two best pupils in the city schools, Herbert Sampson, who stood first, was only nine marks ahead of Lizzie Blight and Douglas Airth, who stood second and equal." Query: Who really knows that Lizzie Blight and Douglas Airth are *equal*, and who can guarantee that Herbert Sampson is superior *by nine marks*?

Before suggesting a remedy, allow me to notice one other objection:—

3. What becomes of our head boys—our medallists? Dr. Arnold says: "University distinctions are a great starting-point in life; they introduce a man well: nay, they even add to his influence afterwards." No doubt this is true, if there is sufficient ballast to carry the honour, enough of practical good sense and other qualities to supplement it. Too often, however, hopes are excited within the university walls that are never realized beyond it. Unless prize-men have acquired something more than power to make a high score at examinations, they will

be doomed to wander out of humour with themselves and useless to society. I would refer especially, however, to the danger of *overwork* in competing for prizes. Well-regulated study is not injurious; but in the excitement of running for prizes study is *not* well regulated. By many this is regarded as the chief objection to the system, and certainly it ought not to be lightly passed over.

Allow me in closing to offer a few suggestions:

1. Let all our universities agree to abolish all prizes, scholarships and medals. They can establish confederation on this measure at least, and it would be a popular form of union. If Germany with her ten grand universities and 13,000 students, can take this position, and lead the world in university work, why need we fear to follow?

Our leading colleges have virtually admitted the desirability of such a move; but they appear to be waiting for one another, and much like your merchants on the question of early closing. If by one sweep the change were effected, a sigh of relief would rise from every hard-working, conscientious professor in the country. 2. Let all public money now used for this purpose be spent on increasing the efficiency of the provincial university. 3. With existing private benefactions let a fund be established for bestowing beneficiary aid on needy students, on a plan similar to that in operation at Yale College. 4. Let such further contributions as can be obtained, be devoted to the encouragement of *original research, travelling fellowships, and special post-graduate work.* 5. Then, if necessary, and not till then, would we say to the authorities of our provincial university, "Ask the Legislature for additional assistance, and *you will get it.*" What is of equal importance, *you will deserve it.* 6. If you ask, "What is to supply the place of scholarships, prizes, and medals?" I would say, first of all, consign to the college museum your dies as curiosities for succeeding generations, and to the department of numismatics any stock of medals on hand that cannot be melted over into honest coin of the realm. Then adopt a method of classifying honor-men like that just introduced at Harvard University. Briefly it is as follows: Group the honor-men numerically as at present, but raise the percentage of first-class to that of the average gold medallist, or higher if necessary. *Then make this highest honor-rank attainable by all who can reach it.* So of second-class and third-class honors. The first-class honors, of course, would represent *the highest distinction conferred by the university.* That is, whereas the highest distinctions are now *gold medals, prizes* attainable by only *one* in each department, they would be changed to *rewards* within the reach of all who deserve them. We thus do away with all unhealthy rivalry and jealousy. Instead of this we have *self-emulation*—every step upward raising ourselves by pulling no one else down—comparing our selves with ourselves, and aspiring to rise to the high mark placed before us. It does away also with the painful uncertainty surrounding the decisions of close personal competition. It has the further

merit of costing nothing, though infinitely more valuable than our present costly system. Extended to all parts of the college course, its elevating influence would be co-extensive. The tone of our colleges would improve, the motives actuating both students and professors would be higher and purer.

Apply the same principle to every school in the land—and I think the country is ready for it—and the change would mark an era of decided improvement.

I anticipate a few objections; for example:

(1) As we say, *it means work*, and it throws teachers upon their own resources to supply incentives to study. No true teacher will object to that. No greater benefit could be conferred upon our profession than to lay upon each one of us just this obligation. Let us welcome it, act upon it, and we shall feel as many of us have never felt the true nobility of our work.

(2) It involves *radical changes*; but the changes deal with radical evils. They would also be acceptable to those most interested in prizes—the students themselves, and, let us hope to the benefactors also. The advantages to the colleges cannot be questioned, and the country would hail the change with delight.

(3) Some may think this plan would check the liberality of the friends of our colleges. Doubtless it would in case of those who found scholarships through ostentation, if such there are; but probably even these could be reached by higher motives. As to all other benefactors, they would only require a lucid statement of the system to guarantee a continuance of their support. Like Munroe, of New York (who within six years has established in Dalhousie College, Halifax, five regular professorships and two tutorships) they could be induced *to put their money where it would do most good*.

(4) If it be objected that we shall still have to depend on examinations to classify honour men, I reply that it would tend to leave the work of examining more in the hands of professors, where I think it should be. Huxley says: "I do not believe that any one who is not, or has not been, a teacher, is really qualified to examine advanced students." In this case a certain part of the examination might be *oral*. These changes, I am sure, would greatly lessen the evils complained of. The *personal* element being mostly eliminated in the efforts of students to rank well, there would be little danger of such close running and doubtful decisions as we have at present. Besides, the classification would not need to depend on a single examination.

(5) If any fear that inter-collegiate emulation would cease, let them remember that on the contrary the only form of emulation worth retaining would be very prominent, and the display of results in this case would not be attended with the mercenary spirit inseparable from showing a long list of scholarships, prizes and medals to attract students into college, and again to feed their vanity on leaving. The laureation of students winning highest honours, in its significance and simplicity, would carry us back to the days when the garland of wild olive represented the highest honours bestowed on Grecian victors.

Inter-collegiate competition on such lines might safely be encouraged without bringing shame to any college or collegian.

I have tried fairly to consider the main reasons usually assigned for giving prizes, scholarships and medals, and I think I have shown some weak points in our system. The changes suggested I believe to be reasonable, practicable, and suited to all parts of our educational work.

THE ONTARIO COLLEGE OF PRECEPTORS.

GEO. DICKSON, M.A.

The consideration of the question of a grand union of all teachers of the Province into one Society, possessing the power of admitting members and of enacting by-laws for the regulation of all matters concerning the teaching profession, is now introduced for your consideration under the title of a "College of Preceptors." The designation of the proposed Union may first claim our notice; and on this point it may be said that as there is in Ontario a Law Society, and Societies formed among the other professions of the Province, each conserving and advancing its own special interests, the title of "The College of Preceptors for Ontario," will, perhaps, be appropriate, considering the objects we have in view. Some, however, suggested the title, an "Education Society" for our projected union; the aptness of the former, and the vagueness of the latter, are obvious, and will, doubtless, decide the matter as to the name by which the union shall be known. As an art, education is very old—old, I presume, as the human race—but as a science it is among the last born, scarcely yet named in the English language; and although it concerns itself with every other science, and is surpassed by none in its promise of ever-widening benefit to mankind, the followers of the art scarcely take rank as a recognized profession. The State in its desire to provide an education for youth takes charge of the teacher as well as of the school. His position is that of a sort of civil servant, "cribbed and confined" by regulations and by-laws—bound to serve not one but many masters; scarcely consulted in matters pertaining to his work; his part is to carry out a prescribed curriculum in a prescribed way; he is left limited room for development in his calling and little opportunity for making his individuality felt.

It is the aim of the contemplated union to provide a remedy for these defects, and it is fitting that this movement, which has been long talked of and discussed, should be taken up by the Ontario Teachers' Association, the only organization of the kind amongst us that is provincial in its character. We must have, as a representa-

tive body, a brotherhood of teachers; our aims and sympathies are in harmony. There is, or should be, a feeling of loyalty to the profession, and a professional *esprit de corps*, which is above mere personal matters. I feel, therefore, that whatever conclusion this Association comes to in regard to this very important question, it will meet with the hearty approval of all the teachers of the Province.

We need more organization and less isolation. We should know each other better than we do. We want a fuller recognition of the necessity of good professional training, and a more adequate appreciation of our work on the part of the public. I have no doubt that these objects may be pursued successfully, because the whole complexion and temper of the times are favorable to their present discussion. Not only is there a wide interest taken generally in education, but there is abroad a spirit of robust and intelligent criticism, not, of course, perfectly instructed nor always based on profound study, but on the whole intelligent criticism; and it is assuredly a sign of a healthy condition when our work attracts such criticism.

Any effort at forming a union having in view merely our pecuniary gain will certainly fail, as flavoring too much of trade unionism and placing us in a position of antagonism to the other professions and to a very important and influential class of sympathizers in our national system of education. There are defects in our educational system which our scheme should seek to remedy. If we cannot show that the projected scheme will benefit the public as well as the teaching profession, we need not hope to succeed. We want a fuller recognition as a profession. Teaching is something more than a trade—a means of getting money; it is, or should be, a real vocation or mission—a something for which a man has certain talents to be turned to right account. It is not only a service but it is a ministry. It requires a professional training—the direct training in the art of teaching and an indirect training which comes from our own devotion to thought and research into truth. We claim for those entering the teaching profession a professional training secured by the influence of spirit—the power of full conviction and of moral influence—and the influence of law.

The first and most important essential in teachers themselves is a conviction of duty—a something like enthusiasm for the work. The public can stimulate these influences for us. They can look upon our work in the same light and from a point of view as high as that from which we ourselves regard it; but unless we have these higher influences—unless there is a feeling of duty and that enthusiasm in the profession which is begotten of self-respect, as well as an earnest regard for the good name of every member of the profession—and unless these are taken for granted by the public, we will never maintain the teaching profession in its true and fully accredited position.

But there is a decided function of law in this matter—its directing and stimulating function. The public have surely as good a right to be secured by proper qualification in this as in the medical

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or legal professions. So far as the patrons of the schools under Government control are concerned, the protection is ample; but what of other schools? The injury done by an inexperienced or ill-trained teacher is infinitely greater than a mistake made in the other professions. The child is committed to the teacher's hands in the very morning of life, when the character, still more than the young limbs, is, so to speak, in the gristle. Both limbs and character have acquired some of their proper consistency and powers of resistance; but how much of the intellectual and moral frame are not the first impress and shaping given at school? Is this a matter to be disregarded? Mistakes that lie on the surface, and are easily seen, are soon remedied, and the best means are employed to prevent their recurrence; but mistakes that affect the proper care and culture of the intellect and to character—"that unspeakable mystery on earth, a thinking, reasoning, discoursing, immortal creature"—are so subtle, and the consequences so remote, that they often pass unheeded. No one now questions the value of the professional training of teachers, or the right of the State to impose a rigorous supervision of the teacher's work; but this supervision does not go far enough. Any scheme proposed will but half meet the necessities of the case that does not concern itself with teachers of all grades, and with teachers not at present under the control of the Department of Education; our organization must extend from the highest rung in the educational ladder to the lowest—from the highest chair in the university system to the humblest private school in the land. The inefficient teacher should not be permitted to practise privately in educational work any more than the sciolist should in medicine or in law. Teaching is not a mere piece of job-work to which any one may turn his hand, but a professional calling which requires knowledge, judgment, and experience.

Holding these views with regard to the value and character of the teacher's work, and of the necessity for some sort of organization, a review of the operations of the College of Preceptors, London, England, will, I dare say, aid us in working out the problem before us. The English College of Preceptors was established in 1846, and incorporated by royal charter in the year 1849. It was founded, we are told, "for the purpose of promoting sound learning and of advancing the interests of education, especially among the middle classes, by affording facilities to the teacher for acquiring a knowledge of his profession, and by providing for the periodical sessions of a competent Board of Examiners, to ascertain and give certificates of the acquirements, and fitness for their office, of persons engaged or desiring to be engaged in the education of youth."

With these aims in view the charter empowered the College to hold examinations of teachers and schools, and to grant diplomas and certificates to such persons as pass these examinations satisfactorily. To effect these objects, two plans of examination were established:—1st. The examination of *teachers*, to ascertain their qualification and fitness to take part in the work of instruction.

2nd. The examination of *pupils*, to test their progress, and to afford at once to the teacher and to the pupil a satisfactory criterion of the value of the instruction received.

It is a distinctive feature of the examinations for teachers that in all cases the *Theory and Practice of Education* is an obligatory subject for each grade.

The diplomas granted by the College to teachers are of three grades, viz.: *Associate, Licentiate, Fellow.*

"The pupils' examinations were established in 1854—four years before the institution of the University Local Examinations, and two years before those instituted by the Society of Arts, both of which may justly be regarded as more or less the fruit of the efforts and example of the College of Preceptors in their endeavors to promote the education of the middle classes. These examinations have been carried on half yearly since that time, with increasing success. During the past year the number of candidates examined for certificates amounted to more than 14,000. Visiting examiners were appointed by the College for the inspection and examination of public and private schools. About 3,500 schools, of both classes, scattered over the country, are now brought under the influence of the College examination."

I may here add that the higher certificates awarded by the College at the half-yearly examinations of pupils are recognized by Her Majesty's judges, and by the General Medical Council, as guarantees of a good general education. The holders of them who may intend to enter the legal and medical professions are thus exempted from the necessity of submitting to the Preliminary Literary Examinations held by the Incorporated Law Society and by the various medical corporations of the United Kingdom. All the College certificates above the third are also recognized by the Royal Veterinary College and the Pharmaceutical Society of Great Britain. The examinations, both of teachers and pupils, it may be remarked, are open to both sexes.

"The total number examined annually by the College at the various examinations that have been mentioned, and the pupils examined at their own schools by visiting examiners, is over 18,000—a number which, it may be observed, greatly exceeds that of the candidates who present themselves annually before any other examining body especially concerned with the improvement of the education of the middle classes."

The movement which resulted in the establishment of the College of Preceptors originated at Brighton, as I have said, in 1846. It spread rapidly, and within a year after its organization there were over 1,000 members. Unfortunately, in regard to membership, as a correspondent informs me, the very error for many years was committed which the College was founded to combat. "The promoters intended to include among the first members all persons of respectability, both male and female, who paid a yearly subscription of one

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guinea. But they also intended at no distant date (a date not assigned), to subject all candidates for membership to examination. Amid the pressure of other business, and of crippled resources, the latter attention was, however, lost sight of, and it would seem also that there had been some laxity in the granting of certificates. The consequence was that A.C.P., L.C.P., and F.C.P., became involved in a common depreciation." It must be understood, however, that the College in its documents, had always drawn a clear distinction between examined and unexamined members—a distinction which the general public could not be expected to bear in mind or even to apprehend. The investigation of the Schools' Enquiry Commission, together with the action of various learned bodies, for stricter conditions of membership, drew the attention of the more active members of the College to the necessity of reform, and since 1870 no one was admitted who did not comply with the following requirements :

1. "All persons, not being under eighteen years of age, who have passed the examinations hereafter specified, or such other examination as the Council shall from time to time appoint or recognize, are admissible as members of the College :

"(a) Matriculation and all higher examinations in any University in Great Britain, Ireland, or the Colonies.

"(b) Examinations for diplomas at foreign Universities.

"(c) Foreign State examinations for licenses to teach.

"(d) The Senior Local Examinations held by the Universities of Great Britain.

"(e) The examinations for first-class certificates of the College of Preceptors.

"(f) The examinations held by the Committee of Council on Education for Government certificates.

"II. Candidates who shall not be able to produce certificates of having passed one or other of the above mentioned examinations will be required to pass an examination in all subjects required for the diploma of Associate, excepting the "Theory and Practice of Education."

The condition of the College to-day, I am informed, is healthful and hopeful. The strictness of the regulations has not diminished the number of applicants, and the public now have the fullest confidence in the diplomas of the College.

In 1873 the College instituted a professorship of the "Science and Art of Education" (the first established in England) as a special subject of instruction. The late Joseph Payne was appointed to the chair. He was succeeded by the Rev. R. H. Quick, M.A., author of "Essays on Educational Reform," a professional treatise which is well known to you. Mr. Meiklejohn, who was subsequently appointed to the chair of Education in the University of St. Andrews, Scotland, and Mr. Croom Robertson, of London University, have also filled the chair.

It may be of interest to refer for a moment to some details which, in view of our projected scheme, it will be profitable briefly to notice.

The annual subscription to the College is *one guinea*. All persons engaged in education are admissible as members, subject to election by the Council; but all candidates are required either to give evidence of having passed an examination satisfactory to the Council before some recognized examining body, or to pass an examination at the College.

The officers of the College are practical teachers in all grades of schools, and university professors. The governing body is a council of forty-eight members, elected by the Fellows. This council elects its officers—a President and three Vice-Presidents, a Dean, a Treasurer, a Secretary, and a Solicitor.

The sources of income for carrying on the work are :

- (1) An annual membership fee of one guinea.
- (2) An examination fee of one guinea.
- (3) Fees for issuing certificates and diplomas :
 - (a) Associate, one guinea.
 - (b) Licentiate, two guineas.
 - (c) Fellow, five guineas.

The legal registration of teachers I learn from an official communication, has long been advocated by the College. A proposal for a *Scholastic Registration Act*, analogous in its provisions to the Medical Registration Act, was brought before the public some time ago, and it continues to engage the attention of the council as a much needed reform, and a first step towards making teaching a distinct and fully recognized profession. The educational systems of Britain are so complex, and the interests of the schools and masters so varied, that the passing of a Registration Act seems almost impossible of attainment. Notwithstanding the difficulties in the way, however, every succeeding year finds the teachers nearer their object; they are brought more together, and feel the necessity of hearty co-operation in securing their rights.

These extracts may assist us in devising some analogous scheme applicable to our own wants. In Ontario the teachers' interests are more in harmony, and we have an educational system flexible enough to adapt itself to our necessities. If we begin this work in a generous spirit, there can be no doubt of the ultimate success of the scheme. I feel that we deserve to succeed, and to deserve success will be to achieve it.

Now we come to the consideration of our projected college of preceptors.

I cannot enter as fully as I should like into the details of the scheme I have in view without exceeding the limits of the present occasion. Indeed, it would not be well to do more, in the initiatory stages of the movement, than to suggest the foundation upon which to build.

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

position of the profession, and to protect the public from incompetent teachers.

II. THE MEMBERS.—For one year after the incorporation of the Society it is proposed to admit *all* persons actually engaged in teaching, whether in proprietary or public institutions, on payment of a registration fee. The teachers registering would be subject to the conditions now affecting their work, except that an annual membership fee would have to be paid by each teacher to keep his or her name on the register.

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

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

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

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

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

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

V. CERTIFICATES AND DIPLOMAS.

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

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

(b) Private school teachers in their present status.

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

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

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

(1) For teaching without a license.

(2) For non-payment of fees.

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

VII. FEES. (Suggested.)

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

(2) For diplomas, \$10.00.

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

(4) For each examination, \$5.00.

VIII. RELATION OF THE SOCIETY TO TEACHING INSTITUTIONS.

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

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

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

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

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

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

The Teachers' Society should hold the same relation to the State and to the Educational Institutions of the Province that the Law Society holds to the State and to the Law Courts of the Province.

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

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

X. Besides these practical matters this Society would be competent to deal with other questions of great importance to teachers, such as *Life Insurance, Sustentation Fund, Superannuation Allow-*

ance, Teachers' Bureau, and all that concerns teachers and the teaching profession generally.

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

1. *To the Public:*

- (a) Fuller protection from incompetent teachers.
- (b) Better work in the schools.

2. *To the Cause of Education:*

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

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

3. *To the Teacher:*

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

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

(c) He will have a voice in the government of the Society that regulates his work and which admits to membership in the profession; unprofessional competition for positions in our school system may thus be dealt with by teachers themselves.

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

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

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

SCIENCE TEACHING

BY GEORGE BAPTIE, M.A., M.B.

Science Master, Ottawa Normal School.

In discussing this topic, I do not propose to do much more than to lay before you some of the opinions entertained by others respecting Science Teaching elsewhere, and leave it to you to judge how far if at all the statements advanced would apply to Science Teaching in our own Province. Even if you are not now inclined to make the application or comparison, the presentation of opinions respecting this topic entertained in older and more advanced communities, can be profitably brought forward however much we would like to think that in this matter we are far in advance of most of the nations of the world.

It is contended that Science Teaching should have a place and a prominent one in a national system of education on account of the utility of the knowledge got from it, for example:—

Knowledge that renders "our growth more perfect, decay less rapid, life more vigorous, death more remote." Knowledge of the world we live in has much to do with such results. "Any one who tries to live upon the face of this earth without attention to the laws of nature *will live there but for a very short time*, most of which will be passed in exceeding discomfort; a peculiarity of natural laws as distinguished from those of human enactment, is that they take effect without summons or prosecution * * and thousands are dying daily or living miserably because men have not yet been sufficiently zealous to learn the code of nature." From the utilitarian point of view, knowledge such as this is of great value, first from the saving of life. Many die each year whose deaths should have occurred more remotely. Thus 50 per cent. of the deaths from consumption in Ontario yearly are of this character. Canada spends thousands annually to bring people into the country because these living people are regarded as beneficial to the country. Therefore they have a money value. The loss to the community from premature deaths, is very great from a monetary point of view. It is further increased by the drain upon the friends and relatives of the sick by actual outlay, and by diminished power of production through the time spent in caring for the afflicted. From the same point of view this intimate knowledge of ourselves and the world is also valuable in preventing the squandering of means through "credulous confidence in pills, potions and quackish absurdities."

Now all this may be assented to and the question be asked can the Science Teaching in our Schools furnish enough of this knowledge to answer the acquirements of our people after school life? Probably not. But they may acquire much and be put on the right track for getting more. They are made able "to avail themselves

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of the scraps of science which are constantly set before them" in the literature of the day. The knowledge obtained may bring forth unexpected results and applications. Harrison says of the Science Teaching in the Board Schools in Birmingham, "The teaching has evidently been carried home, for an irate landlord visited one school to know what they meant by teaching children that his houses were not fit to live in."

The value of this knowledge is equally or more apparent in the arts.

About thirty-five or forty years ago it was thought to be a grand and paying advertisement for English products, to get up an International Exhibition. The world was to come and admire and buy the manufactures of Britain. The end was attained and more, intelligent foreigners came and also took away British machinery, employed workmen who had received a better training, workmen with more intelligence than the British workman, and the British public began to buy from the foreigner.

Roscoe, President of the Chemical Society, a few years ago in a lecture before the Royal Institution of Great Britain, brought forward some facts which appear to bear strongly on this value of Science Teaching. Speaking of alizarin, a substance produced from a dirty waste material which less than twenty years ago was used as axle grease or burned, he said that in 1880 the saving effected by the use of alizarin was considerably over \$20,000,000. In the same address he said:—

"To Englishmen it is a somewhat mortifying reflection that whilst the raw material from which all these coal tar colors are made are produced in our country the finished and valuable colours are nearly all manufactured in Germany. The crude and inexpensive materials are therefore exported by us abroad, to be converted into colours, having *many hundred times* the value, and these expensive colours have again to be bought by English dyers and calico printers for use in our staple industries. The total annual value of manufactured coal-tar colours amounts to about three and a half millions (\$17,000,000 say,) and as England herself, though furnishing all the raw material, makes only a small fraction of this quantity, but uses a large fraction, it is clear that she loses the profit on the manufacture. The causes of this fact, which we must acknowledge, viz., that Germany has driven England out of the field in this important branch of chemical manufacture, are probably various. In the first place there is no doubt that much of the German success is due to the long-continued attention which their numerous universities have paid to the cultivation of organic chemistry as a pure science, for this is carried out with a degree of completeness, and to an extent to which we in England are as yet strangers. *Secondly*, much again is to be attributed to the far more general recognition amongst German than amongst English men of business of the value from a merely mercantile point of view, of high scientific training. In proof of this, it may be

mentioned that each of the two largest German colour works employs no less a number than from twenty-five to thirty highly educated scientific chemists at salaries varying from £250 to £500 or £600 per annum" (roughly \$1,200 to \$3,000.) It is very evident that these millions slip through the fingers of Englishmen into the hands of Germans largely because there is more scientific knowledge in Germany than in England. Prof. Meldola says that England distils *one-half* of *the whole* amount of tar produced in Europe, but that the average German production of derived colors is six times that of Britain. The name and fame of Pasteur has spread over the world. His work may be briefly touched upon as illustrating the economic value of science. Pasteur, "took up the investigation of the diseases of silk-worms at a time when the silk husbandry of France was in a state of ruin." He soon discovered the cause of the disease, the first thing towards finding out how it might be avoided. How valuable his work was from a pecuniary point of view may be judged from the fact that when an establishment in Austria, belonging to the late Prince Imperial was placed under his management, the net profit was, I believe, for one year twenty-six millions of francs. This result was obtained in face of the fact that the culture of the silk-worm was previously carried on there at a serious loss.

His investigations of splenic fever were so fruitful of good results that up to 1883 the remedy he suggested for its prevention was made use of on nearly 500,000 animals.

His later triumph has been in dealing with hydrophobia and though the economic value can not be estimated the success seems almost equally certain and gratifying.

It is not surprising then an American Educationist should say, "*beyond all doubt, scientific men have done, are doing, and will do more for the advancement and well-being of our country than any other class of her citizens.*"

The *Globe* of May 13th, 1885, reports the Hon. the Minister of Education, at the closing exercises of an Art School in this room, as speaking of the millions of dollars' worth of manufactured goods imported into Ontario, upon which skilled labor was employed, and I suppose pointing out some portion of it that might be done by our own people through the labors of the Art School. Undoubtedly, as we have seen in the case of the coal tar industry in Germany, scientific knowledge enhances the value of the manufactured product, and going hand in hand with art in many branches of trade, the result is most satisfactory. Art is receiving more and more attention in our Province, and this is right. In England there appears to be a sort of a matrimonial bond between this subject and science. Thus they speak of Science and Art as inseparable. Fisk, who was long connected with the drawing-classes of University College School, London, says, "Accept this as a fact, *Art cannot be divorced from science*, for it is science which teaches us to see truly, and by art we render the truth we see." Let there be no divorce: it is unnatural.

I have sometimes asked myself: Was not the following state of affairs in a measure due to the want of science? About the time Ontario publishers were on their mettle preparing rival readers, I was informed by one of them that he incurred great expense and experienced the greatest difficulty in finding men who could turn out the quality of electrotypes he wanted, and of the quality that was produced elsewhere; I believe he was not satisfied with the best work done in this country.

Further, scientific appliances have become so essentially a part of common life, as well as of manufactures, that the knowledge springing from science teaching is both important and desirable, so much so that the three R's must soon take in another member. The spread of scientific applications for the comfort of life is so great and so rapid that I think I am safe in saying that the most northerly town in Ontario has now a scientific application in public use to an extent and completeness the greatest cities in America could not attain a few years ago. Nearly everything about our homes, whether useful or ornamental has received touches from the magic hand of science. Our fire alarms, our telegraph and telephones, are nothing if not scientific.

Look for it where we will, even in the most unexpected place, the mark of science is to be found. Who would ever expect to find the grimy iron-worker invoking the aid of the spectroscope? or the burly brewer the microscope? Truth stranger than fiction! Has not science in the hands of Bessemer and Siemens been applied to the production of the steel rails on which our railway coaches roll so smoothly and safely.

Valuable as the knowledge obtained through science teaching undoubtedly is, from many points of view, yet the crowning glory is that it cultivates the power of observation, of reasoning from the facts obtained by the use of the senses: of thinking definitely and correctly; and of at least respect for truth. Worthington, of Clifton College, has said of one science subject: "The study has, even on the mass of boys, an *unexpected influence, as much moral as intellectual*, which is shown in an increased and increasing respect for precision of statement and for that form of veracity which consists in the acknowledgment of difficulties."

This value is described by another in these words: It supplies "a general intellectual training so as to fit students for acquiring knowledge for themselves, as in practical life *ability to acquire* is preferable to simple possession, so in intellectual life the same preference exists but in a greater degree."

The latter part of the following quotation from an address by Dr. Armstrong, of Finsbury Technical College, expresses similar views respecting the great value and influence of science teaching on the intellect. He says: "However fully it may be admitted by the few, that it is important, nay, essential, that ALL members of the community, whatever their *station or occupation*, should, during their school career, receive some instruction in the elements of natu-

ral science, the general public have not as yet had brought home to them with sufficient clearness, that just as a knowledge of foreign languages is essential to all who are brought into intercourse with foreigners, so in like manner is a correct knowledge of the elements of natural science of direct *practical value to all in their daily intercourse with nature* * * * But it is also and mainly on other and far higher grounds that we should advocate universal practical teaching of natural, and more particularly of the so-called physical sciences, viz., that it tends to develop a side of the human intellect which I believe I am justified in saying, is left uncultivated, even after the most careful mathematical and literary training—the faculty of observing and reasoning from observation and experiment.”

The position taken by Armstrong in this extract, is heartily endorsed by Shenstone, an English master, who does not stop at that, but says: “The main body of school-masters are so completely without any science training that it is very difficult for many of them to see its necessity or even its advantages. The younger generation of masters * * * have not, like their predecessors (at Rugby, Clifton, Taunton, and elsewhere), had an opportunity of observing the gain of life and general intelligence which followed the introduction of science in the regular school work, in those schools, in which it was taken in hand seriously and with enthusiasm. Others, again, have more or less forgotten. Consequently it is still necessary to point out that excellent as is the training given by the mathematical and classical teaching of our schools, yet by itself it is not enough. No excellence in the *method* of teaching classics and mathematics will compensate for this, ‘that they fail to develop the faculty of observing and reasoning from observation and experiment.’”

Scientific education gives the highest mental training, says the chief of the United States Geological Survey.

Another alleged hindrance to Elementary Science Teaching is *want of time*. The teacher is so pushed that he cannot find time to *prepare* for giving science lessons, and when the lesson is over, time is required to put away apparatus. There is some show of reason in this as also in the difficulty presented by the expense—cost of apparatus.

Notwithstanding all the disheartening things that have been said, there is much to be thankful for. Though our ideals are never reached, perhaps never will be, progress has been made, and there ought to be hope in the breast of the most despondent. Little as science teaching appears to have accomplished in reality, much has been done. Science has permeated history, law, language; everything has its scientific aspect or treatment. The comparative indifference with which science teaching is now commonly regarded is a reaction. It is only natural that a period of great activity should be followed by one of less activity. There are now signs of a revival of former enthusiasm and interest.

The whole history of education during the last few centuries is laden with encouragement. In "Education," No. v., Vol. iii., you may read that in "1843 the English Parliament was debating whether £30,000 should not be appropriated for the encouragement of the schools of the common people, when they had just appropriated twice as much (£60,000) for the Queen's horses and hounds. This sounds like something done away back among the centuries rather than events of forty-three years ago.

The influence of education in ameliorating the condition of the Scotch also encourages us. Towards the end of the seventeenth century personal slavery was proposed as a means of bettering the condition of the common people. Instead of this it fortunately happened that schools were established for them. This was the outcome. In spite of the physical disadvantages of climate and soil, "Scotland became a country which had no reason to envy any part of the world, however richly gifted by nature." The material advancement of the Scotchman was marked. He went everywhere, and everywhere his intellectual and moral training told in his favor. His success in everything to which he turned his hand was phenomenal. "A hundred years before Scotchmen of the lower classes were spoken of in London as you speak of the Esquimaux, or as we hear the Northwest Indians spoken of; but such was the difference when this system of State education had been in force for only a short time (one generation), the language of contempt was at an end and that of envy succeeded. Then the complaint was that wherever a Scotchman came he got more than his share—that he rose to the top like oil on the water."

The way things are done in Germany is often held up to us as a model. It was not always so. The time was when the German standard would not furnish an acceptable model. One of Melancthon's colleagues, a professor of mathematics, cheered the hearts of the despondent students of the University of Wittenberg by telling them that "the first elements of arithmetics are easy; the doctrine of multiplication and division requires more diligence, but may be comprehended by the attentive student without great difficulty. Of course there are more difficult parts in arithmetics, but I speak now of only those rudiments which will here be taught to you, and which are very useful." These words addressed three centuries ago to the young men attending that great university would now not be out of place if uttered in one of our humblest public schools and addressed to the little children attending it: "Multiplication and division may be comprehended by the attentive student." Just imagine the professor of mathematics of University College thus addressing his class. We may smile, yet science teaching is but in its infancy, and the splendid work in science teaching now done in our universities, may in a few generations be the common work of the public schools.

It is, in part, probably, due to this side of the mind's training

being so greatly neglected that an ordinary education is regarded as detrimental to the future prospects of pupils, that one so educated makes a poor farmer, manufacturer, merchant or business man of any kind. It may not be a fact that such is the observed result or that there is any real connection between these two things, but there is a wide spread belief in the reality of this connection. There is something in this general dread of the deadening influence of "education" if we are to regard the views already expressed respecting the inadequacy of the education heretofore commonly given. Little need be said about it. It is well known—too familiar in fact.

The following story seems to involve this. Not very long ago I was present where two Public School Inspectors were talking earnestly over school matters as found in their counties. One of them said he gave a certain simple question in arithmetic, a question involving little more than good common sense. This was the result, only one *little* fellow in all the schools gave a correct answer. The explanation given of this success was: "But the little fellow had not been long at school perhaps, not long enough to make him stupid." Whether Science Teaching is the cure for this or not, there can be no doubt that one of the needs of modern education is something to "keep awake and develop the natural practical intelligence of our young people," something to increase their common sense, *i.e.*, "good sense about common things," the ordinary affairs of life. "The object of education is not only to produce a man who *knows*, but one who *does*; who can solve the problems of nature and of humanity as they arise. Men of action are needed as well as men of thought. There is no doubt in my mind that this is the point in which much of our modern education fails." Fail it must because it does not embrace the whole man.

There is another view of the value of Science Teaching. It is that it gives an accomplishment. This is the opinion of an English reviewer of one of the United States Bureau of Education circulars. He says: "Such information however is also rising in value as an accomplishment, and the lack of it will soon be looked upon as an ignorance of classics was a generation ago. It will be felt that no knowledge of language can atone for an ignorance of nature, and that a neglected "h" or a false quantity is a very venial offence compared with the wondering why eclipses never take place when the moon is half full."

Dr. Harris in a recent number of Education expresses a kindred view: "The person who has not learned the technical terms of science, passes by unedified by the scientific information that runs at large, and remains a scientific illiterate his life long."

If there is to be Science Teaching, where and when are we to begin? With the diffidence becoming to "rough, raw Canadians" let us learn from others. Harris, an American, whose article I have just quoted from, says: "Science should come in for its share in the curriculum of the common school." Mr. G. H. Bailey writing from

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Heidelberg to an English paper said: "If science is to be taught effectually it must begin with the earliest years of the educational career, and there is surely no subject that lends itself more appropriately to the youthful mind. Children delight to talk of flowers, of insects, and of the wonders of nature; they are ever asking suggestive questions."

In 1883 the Bureau of Education, Washington, issued a series of questions respecting the teaching of a science subject. The answers were collated by Professor Wead. A review of Wead's report, published in *Nature* last year, says: "The replies seem to show that in the lowest schools, lessons on the elements of science should be given."

I next propose to enquire why the attempt to introduce and teach science has not produced the satisfactory results its friends and votaries expected, for there are not wanting those who think the attempt has been followed by something remarkably like failure. Now one reason assigned both in the United States and England is *lack of suitable teachers*. In the United States this hindrance it appears to be generally recognized. Professor Wead says, in reporting on replies received to questions respecting the teaching of Physics.

"Many of the replies emphasize the difficulty of getting proper teachers for the subject, both for the schools and colleges; for the teacher should have a knowledge *far exceeding the amount* he must teach, a training in methods of teaching, and a manual skill in making and using apparatus that is called for in scarcely any other subject; otherwise mistakes in method and fact will be common in his teaching and his instruction will be a constant appeal to the text book or other authority, thus losing the very thing that is of peculiar value in the training derived from the study of the sciences. In such cases little information is really gained or retained, and as the study is not vitalized by an appeal to nature the phenomena are not understood or are misunderstood and the results for good are slight. Even the time may be worse than wasted, for it is difficult for future teachers to undo the harm of bad training." Prof. Rowland, of Johns Hopkins, says: "Those who have studied the present state of education in the schools and colleges tell us that most subjects, including the sciences, are taught as an exercise to the memory. I myself have witnessed the melancholy sight in a fashionable school for young ladies, of those who were born to be intellectual beings, reciting page after page from memory without any effort being made to discover whether they understand the subject or not. * * * Words, mere words are taught."

The want of qualified teachers appears to be more strongly felt or more fully recognized in England than in the United States. In a paper read at the recent International Conference on Education, held in London, occurs the following: "The ordinary teachers and pupil-teachers of our schools have not as a rule the sound knowledge of principles and practiced powers of manipulation which are necessary in order to teach science with power and effect."

In another English paper read at the same meeting I find amongst "the causes which operate against the teaching of science," "the ignorance of even the barest elements of science, of the majority of teachers in charge of schools" * * * and the want of "good science teachers." We need not therefore be surprised that the "method" is severely condemned. "I believe this to be the most important of all the causes which operate against the teaching of science, the imperfection of our method of teaching, there can be little doubt in fact that the majority of teachers of the generally recognized subjects who have themselves no scientific knowledge, see clearly enough that very little good comes of teaching science in the manner in which it is commonly taught in schools."

Another hindrance is alleged to be found in want of suitable courses or programmes of study or of work.

For those whose instruction in science stops with their school days, the educational value of the *course is the first thing to be considered* and next the general knowledge of nature given by it. These two considerations are much lost sight of in framing courses of study. To take a particular subject, it is obvious that the best curriculum for those who are to be professional chemists or even physicians is not the best for those who will not carry the study of chemistry beyond their school days. If the course of study is the same, except as to extent, in school as in medical college—the course is not likely to suit in both cases.

In addition to want of properly qualified teachers and defective courses of study, the heavy hand of the examiner has proved a hindrance to Science Teaching, at least so it is said.

An English Science Master of many years' experience says: I wish to point out how entirely Science Masters are at the mercy of the examiners. He then relates his own experience and his own attempts to reform his instruction and ends thus: Consequently my attempts had to be abandoned and we returned to our test-tubing—the old way.

Another says: When any one proposes to himself a change in his mode of teaching, unless his position is quite exceptional, he always finds himself confronted with one solid difficulty, viz., public examinations of one kind or another. Teachers at first inspired the examiners, now they find themselves too often helpless before them. In the face of our various examining boards' individuals are nearly powerless. Whether well founded or not, the complaint is made and reiterated that Science Teaching is much injured by the character of the examinations.

Thus Professor Galloway in his work *Education, Scientific and Technical* adds all the weight of his authority to the support of this complaint. Contrasting the German with English practice, it has been said that in Germany "the principle of competition is almost entirely excluded as tending to foster a servile view of education, and to lead to spasmodic and exhausting efforts, a feverish excitement

rather than the healthy and harmonious development of the mental powers. The students' powers are carefully husbanded for employment in the serious toils of mature intellectual life: in England they are wasted in a ruinous and unmeaning rivalry of striplings." Instead of teaching how to do a thing we cram to pass an examination in it.

I believe that Cooke of Harvard, is responsible for saying that when Science as an element in College Education was first urged upon the two great English Universities, Oxford and Cambridge, it was objected to on the ground that "the experimental sciences could not be made subjects of competitive examination."

The end and aim of education is not, (as some say by their acts if not by their words) to pass an examination better than some one else.

Once more let me present you with an additional condemnation: "Now there is scarcely a man whose opinion is worth the smallest scrap of paper upon which it could be written, but condemns more or less openly our examinational system. Still it survives and there is no immediate sign of its breaking up. The school master who should rise to a higher ideal of education would simply lose his pupils."

CONSERVATISM AND REFORM IN EDUCATIONAL METHODS.

J. E. WETHERELL, B.A., STRATHROY.

"Everywhere there is a class of men who cling with fondness to whatever is ancient, and even when convinced by over-powering reasons that innovation would be beneficial consent to it with many misgivings and forebodings. We find also everywhere another class of men, sanguine in hope, bold in speculation, always pressing forward, quick to discern the imperfections of whatever exists, disposed to think lightly of the risks and inconveniences that attend improvements, and disposed to give every change credit for being an improvement. In the sentiments of both classes there is something to approve. But of both the best specimens will be found not far from the common frontier. The extreme section of one class consists of bigoted dotards; the extreme section of the other consists of shallow and reckless empirics." Thus does England's great historian characterize the two great political parties which for 250 years have alternately held sway in British politics. And thus may we aptly characterize the two great parties in the educational world which are to-day struggling for supremacy. Everywhere we find schoolmasters in the bonds of prescription, uttering with confidence the famous dictum of the preacher, "The thing that hath been it is that which shall be; and that which is done is that which shall be done;

and there is no new thing under the sun." And everywhere we find schoolmasters who, like the Athenians of old, "spend their time in nothing else but either to tell or to hear some new thing." And in the domain of education, as in that of politics, we shall find the best specimens not far from the common frontier; and perhaps after diligent search we may find in some remote corner of the land the bigoted dotard and the reckless empiric. But a strange thing is to be noticed here in passing,—conservatives in politics are often reformers in education, and radical politicians often cling with tenacity to the educational tenets of their fathers. Why Conservatives do not conserve in all things and why Reformers are not always anxious for reform is a question interesting but quite foreign to the present topic of discussion. The theme of this paper leads us to a brief examination of the most striking differences between what have been styled "The Old Education" and "The New Education,"—differences not in the subjects of education but in the processes of education,—not in educational curricula but in educational methods. Methods and curricula, however, are so interdependent that in dealing with the former one must frequently make reference to the latter.

At the outset we must be careful not to be misled by phrases. "The New Education" is a phrase now on the lips of all educationists. Its meaning is not indefinite, but the appellation itself is a misleading assumption. The "New Education" is new in its widening sway, but it is as old as Plato and Socrates in some of its leading principles, and it owes to the Baconian philosophy its spirit of investigation. The "New Education" is largely new in its practical application in the school-room, but a century ago Pestalozzi was engaged in his philanthropic labors. There are those who with reverence actually regard Col. Parker as the great apostle of the new ideas; but when Col. Parker was in his cradle the forces were silently at work which are now causing such a stir on this continent. The Pestalozzian principles took root in America many years ago, principally through the labors of Mr. Page and Prof. Agassiz. Col. Parker is the leading, because the most enthusiastic advocate of the "New Education" in America, but to call him the founder of a new scheme of things is to discredit the unselfish labors of many earlier and silent workers in both hemispheres, and to check the advance of the new methods by exciting the antagonism of those who are repelled by the dogmatism and extravagance of the leading disseminator of the reputedly new doctrines. To glorify any one man for having discovered such pedagogic laws as, "Proceed from the known to the unknown," "Put ideas before words," "Never do for a child what he can do for himself," is to display dense ignorance and to throw ridicule on the cause of advancement.

Although the new ideas had their first practical application in the schools of Germany, still even in Britain, the land of educational conservatism, there have been for many years spasmodic yearnings

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for educational reform. Milton and Locke, Goldsmith and Addison, uttered feeble protests against prevailing follies. In more recent times Scott and Thackeray and Dickens spoke with ridicule and contempt of the typical pedagogues of their times. Dr. Arnold, of Rugby, was the first English schoolmaster to declare that leading principle of the "New Education,"—"It is not knowledge but the means of gaining knowledge that we have to teach." Macaulay thus describes the pedagogism of twenty centuries: "Words and mere words and nothing but words had been the fruit of all the toil of all the most renowned sages of sixty generations, during which time the human race instead of marching merely marked time." And now we are done with marking time and have begun to march again. It took a century to make preparations for the advance, but "Forward" is now the word "all along the line."

With the old methods of education we are all perfectly familiar for it has fallen to our lot to live in the transition period of educational thought, and most of us were reared in the reign of Rod and Rote. Some of us were so fortunate in the days of our youth as to be able to say, "The lines are fallen unto us in pleasant places," but ill was the heritage of the many twenty years ago. Even now many of the old methods are in full swing in hundreds of schools all over the land, and they exercise their baleful influence to a greater or less degree in every school from the humblest to the highest throughout this broad Dominion. The curriculum of every Public School, of every High School, of every academy, of every college, of every university in the land imposes upon its students such studies, and shackles them with such tests that it is simply impossible to carry out the new principles in all their fulness. The old studies, and the old order of attacking those studies, and the old methods of testing progress in those studies produce limitations so confining that the new ideas necessarily have a sluggish growth. But they are growing nevertheless.

Let us now briefly compare the "Old Education" and the "New Education," with special reference to guiding principles, and to the methods employed in working out these principles; and you will allow me to describe these systems in a series of contrasts. Although almost all rhetorical antitheses are unfair, as they contain an element of hyperbole; still they are invaluable for purposes of this kind. The "Old Education" was not entirely vicious; nor can we suppose that the "New" is entirely excellent; but the former embraced so many defects, and the latter offers so many advantages, that for the sake of a clear presentation (even at the risk of being misunderstood), I may seem for the moment to rob the "Old" of all its saving graces and to clothe the "New" in a too attractive garb.

The motto of the "Old Education" is "Knowledge is power." And so it is. But the experience of centuries has proven that knowledge is not the greatest power. The omniscient man is not always the omnipotent man. In the realm of mind the scholar is often distanced

by his inferior in knowledge. The motto of the "New Education" is, "Activity and growth are power." A good saying it is, too, but not entirely novel. Its essence was one of the apothegms of Comenius, the distinguished educational reformer of the seventeenth century, "We learn to do by doing." The "Old Education" stored the mind with knowledge, useful and useless, and only incidentally trained the mind. The "New Education" puts training in the first place and makes the acquisition of knowledge incidental.

The "Old Education" was devoted to the study of books. Too often the text-books were used as an end rather than as a means. "How far have you been in Sangster's Arithmetic?" and "How far have you learned in Bullion's Grammar?" were common queries of the schoolmaster in the old days, and these queries betrayed the educational aims of the questioner. Quantity was everything; growth was little or nothing. The "New Education" is devoted more to things than to books. Text-books are used, but only as repositories of knowledge to be consulted as occasion requires—that is, they are used not as an end but as a means of acquisition and improvement.

The "Old Education" was fond of *memoriter* recitation. In fact, 'learning the lesson' was the be-all and the end-all of the school-room. How many a woe-begone victim has felt the weight of some martinet's wrath because of ignominious failure in reciting some precious morsel like this: "A Relative Pronoun, or, more properly, a conjunctive pronoun, is one which, in addition to being a substitute for the name of a person or thing, connects its clause with the antecedent, which it is introduced to describe or modify!" To repeat words correctly was everything; to understand them was of secondary importance. In all branches of study definitions had to be carefully memorized as a basis for future work. The "New Education" reverses all this. What Coleridge calls "parrotry" is reduced to a very comfortable minimum. Definitions have their place, but if they are memorized it is at the final rather than at the initial stage in the pursuit of a study or topic. Original human thought takes the place of imitative jargon. Intelligible facts displace unintelligible rules and definitions.

The "Old Education" was eminently subjective, dealing largely in abstractions. The "New Education" employs objective methods, preferring the presentation of truth in the concrete.

The "Old Education" began its work with the unseen and the unfamiliar, and dangerously taxed the weak reflective faculties. The "New Education" begins with the seen and the common and gradually develops the reflective faculties by reference to knowledge already obtained by the strong and active perceptive faculties of the child. The former system initiated the tyro in geography by forcing him to commit to memory the names of the countries and the capitals of Europe; the latter leads him on a happy jaunt over his immediate environment. The former asks the little head to carry the names of all the bones in the skeleton of a rhinoceros; the latter shows to

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fascinated investigators the anatomy of a leaf. The former taught our infant lips to lisp the dimensions of ancient Babylon, and the name of Jupiter's grandmother; the latter opens dull ears to the melody of birds, and unfilms dim eyes to behold the glory of the heavens. The wail of Carlyle will find an echo in many hearts; "For many years," says he, "it has been one of my most constant regrets that no schoolmaster of mine had a knowledge of natural history so far at least as to have taught me the grasses that grow by the wayside, and the little winged and wingless neighbors that are continually meeting me with a salutation which I cannot answer, as things are. Why did not somebody teach me the constellations too, and make me at home in the starry heavens which are always overhead, and which I do not half know to this day?"

The old system of tuition was marked by mechanical routine; the new boasts of almost complete absence of machinery, of infinite variety of programme, of multiplicity and attractiveness of devices. On the one hand joyless thralldom and lifeless monotony; on the other continual novelty and an exhilarating sense of freedom.

In the old order of things each subject in the curriculum was regarded as a distinct entity, and was entirely isolated. The new order of things requires that the subjects should be so co-ordinated and studied together, that each as far as possible may be the ally of some other. Thus geography is the handmaid of history. Thus reading, writing, spelling and composition go hand in hand as far as possible. The spelling-book is discarded as a useless educational tool; and English composition, which had its fortnightly terrors in the past, has become the most seductive of school occupations and is practised every day in the year.

In the old days among teachers there was common a most pernicious though benevolent vice, the vice of talking too much—called by someone "the didactic disease." The teacher was prone to tell everything, to explain everything, leaving the pupil little to do but everything to learn. The new method—if I may call it new—a method practised so persistently and successfully by Dr. Arnold—is, that the pupil should do the maximum of original work and that the teacher should give him the minimum of assistance; in other words, the pupil must think and show results, the teacher must study to hold his own tongue as much as possible.

The "Old Education" was not only faulty, it was also one-sided. Certain faculties of the mind were exercised, while the body and the heart were neglected. One of the ruling principles of the "New Education" is, "Harmoniously develop the whole being, the mental, the moral, the physical."

The "Old Education" carried the military idea into the schools and taught by squads, and companies, and battalions; and the "boding tremblers" were apparently under good discipline, but it was the discipline of subjection and fear, not the discipline of freedom and love. The "New Education" carries the method of the Great

Teacher into the schools and pays much attention to individuals. The former system attended to the aggregation and almost neglected the unit. The latter studies the peculiarities of each child and adapts its teachings to his past experiences and his existing attitude: and thus the dull pupil receives, as he should, more attention than the brilliant pupil.

The "Old Education" made much of examinations. The passing of examinations was the goal in all grades of schools. The preparation for examinations was the constant and debasing toil. The examinations, like the text-books, instead of being kept in their proper place as a useful means for a desirable end, usurped the exalted place of the end itself. The "New Education" puts written tests in their proper and secondary place. Examinations and promotions are not continually before the pupil's mind; and when written examinations are held, their old use is abandoned. The questionnaires are such as test not so much the pupil's knowledge as his power of doing. And I suspect that those departmental examiners who last month incurred the wrath of so many teachers, had good intentions. They doubtless desired to test not so much the erudition of candidates as their creative power, ingenuity and skill.

From the days of the ancient pedagogue, the flogging Orbilius, who flagellated Greek knowledge into the poet Horace, down to times within the memory of persons now living, it was almost universally supposed that new ideas made their way to the brain through the avenue of the finger tips. The traditional schoolmaster was always represented with ferule in hand, and the representation in many cases was not a caricature. But the reign of force has ceased and the reign of good-will and cheerfulness has begun. Teacher and pupil are not now sworn foes; they are linked together by mutual confidence, respect and courtesy. The old relationship of antagonism has by a wonderful metamorphosis developed almost into comradeship.

I have now given you as briefly as possible a general statement of the most striking features of the "Old" and the "New" methods; and I would remind you again that I am very far from asserting that the so-called "new" methods are entirely new. There is not a teacher before me who has not been familiar with many of these ideas all his days. But the apostles of the "New Education" call these methods peculiarly their own; and for the sake of clearness I have for the moment accepted their assumption. The series of contrasted methods which I have tried to outline might have been more suitably described, some may think, by the terms "Rational Methods" and "Irrational Methods," but as the chronological distinction is the one in common vogue everywhere, I have preferred it, making at the same time a disclaimer as to its validity. No one can suppose that the great poets and philosophers and statesmen of the past were trained by abject fools, for abject fools our ancient and more recent predecessors must have been, according to the estimate of some modern ingrates.

All the so-called new methods have not suddenly dawned upon the world in these latter days. Some of them have been the result of the experiences of ages. Many of them, however, are novel and are by no means in universal use.

It is our duty to give these newest methods our earnest consideration. If science and experience teach us that they are in the main right methods, we are all, I am sure, ready within our narrow limitations to effect whatever reforms are practicable.

My subject has again and again tempted me to go beyond its obvious scope, and to deal with a topic quite as important,—“Rational Courses of Study.” This topic I hope we shall be allowed to discuss at the next meeting of this Association if anyone can be found courageous enough to introduce it. The two are companion topics, and in dealing with the one I have found it necessary more than once to allude to the other. However good one's methods may be, if school-studies are arranged without regard to sequence in the processes of mental development the general results will be somewhat disappointing still. Milk and meat are both very good things, but milk is for babes, and “strong meat belongeth to them that are of full age.” Reforms in educational methods have contributed to the solution of what should be regarded as the most momentous of the secular problems of this age; but the full solution will not be reached without more radical reforms. Rational methods of study will have a career of struggle if they are divorced from rational courses of study. Nature has joined them together and the formal union must be consummated soon. As individual teachers we have a measure of freedom in the adoption of methods: as to courses of study we are the obedient servants of the educational authorities and must follow their guidance. The silent revolution is in progress and is making sensible and satisfactory headway. The educational authorities in this Province are moving as rapidly as they dare along the new lines. We are living in a season of necessary educational mutation. Notwithstanding the popular outcry against it, there must be change, continual change, for many years to come, if we who should lead the van are not to fall in the rear of the world's activities. To stagnate while everything about is in motion would be a sin and a disgrace. In every department of human industry and thought we see to-day life and change. The schools too must move. The schools should be the source of all that is best in the world's thought and the world's work, and the pulsations of their throbbing energies should be felt throughout the whole social organism.

In conclusion I would call your attention to a matter that comes home to us all. Anyone who reads the newspapers, the magazines, the latest scientific works must be well aware of this; the schools of to-day are lying under a heavy reproach. The *Lancet* (in effect) affirms that irrational educational methods are helping to deteriorate the race. A writer in the American Journal of Insanity asserts that “the bane of our present system of domestic and educational life is

the cramming process which is mere remembrance, and may be indulged in with no more originality than are the chatterings of a parrot." A distinguished educational philosopher tells us that "the schools are out of joint with the times and the instruction which they afford is not the highest and best either as a disciplinary force or as a preparation for the duties and occupations of life." A writer in the *Toronto Mail* not twenty days ago declared that many "generations will come and go before the science of teaching is conducted on truly scientific principles." Are such declarations, hundreds of which prick our self-complacency every year, are such declarations to be regarded as libellous; or are they to be accepted as just and to urge us to vigorous reform? With me you will acknowledge that much of this reproach is merited, but you will protest that much of it is undeserved. There are two causes I think, of the indignity that is put upon us; one obvious, one latent. The question has often been asked, "Why is not teaching regarded as one of the learned professions?" Teachers have always had a very ambiguous status. A mild sort of odium seems to be attached to the occupation of the pedagogue. Why is this? Public opinion regarding schools and schoolmasters is, to a great degree, the opinion of grown up boys and girls founded on reminiscences of their school-days and on the estimate that was then formed regarding the nature and value of the work of their teachers. If a teacher is hated by his pupils, those pupils will carry some remnant of their hatred through their lives, and will judge the whole brotherhood of teachers accordingly. If a teacher's work is worthless because of inadequate scholarship or irrational methods, the very children will soon recognize the fact and they will always carry in their memory some trace of their early disrespect or contempt. Thus I believe that our present unsatisfactory status as a profession is partially the work of an unerring nemesis. The sins of the past are visited upon the present. We have our own faults to answer for, and the faults of our fathers too. If this be true we should realize the terrible responsibility that is ours. We are every day in the school-room fixing not only our own social and professional standing but also in no small degree the standing of those who are to fill our places when we are gone. Some of the opprobrium that is heaped upon us we deserve, and this it should be our first endeavour to remove. Some schoolmasters maintain that most of the wonderful inventions of the 19th century are the product of thought awakened in the school-room, and attempt to prove from this that the education of fifty years ago was not so worthless as represented. However that may be we may be certain of this: If we do our duty in this generation; if we banish from our schools all traditional methods that are bad and introduce all the newer methods that are good; if we set growth before knowledge; if we set things before books; if we set judgment before memory; if we see to it that our schools are hives of industry rather than dormitories of sloth; however great has been the progress of the century fast drawing to its close, however wonderful

have been the works that have come from the ingenious mind and the cunning hand; however startling have been the revelations of science in its various fields; this marvellous century will not be worthy to be compared with the century that is soon to dawn.

OUR PROFESSION.

O. J. JOLLIFFE, M.A.

I do not intend to waste time and exhaust your patience by enumerating the claims of pedagogy to be ranked among the *professions*.

I am aware that some deny us the right or even the propriety of calling ourselves a profession, alleging that teaching is generally made the stepping-stone to one of the so-called learned professions; that any one who holds a position which may be cancelled at the action of two or half a dozen officious trustees, cannot properly be said to belong to a profession; and declaring, furthermore, that ours cannot rightly be called a profession inasmuch as our work brings us into contact, not with men and women (the leaders in society, in business and in politics), but with *minors—infants* in the legal sense of the word; and that ours is only a delegated parental authority, hedged about by regulations, some of them petty and vexatious indeed, so that we are "cabined, cribbed, confined," and robbed of our individuality and freedom of judgment and action.

No thoughtful reader of history and keen observer of current events can fail to perceive that education has come to be in sympathy with the progressive spirit of our age. Society recognizes, though tardily, the incalculable importance of the educational factor in our progressive civilization.

Within a period not very remote teachers, as a class, were not accorded a recognized social *status*. Their existence, it is true, has always been necessary among any people possessing a civilization worthy of the name, for the fundamental principles inherent in a civilized community—the division of labor—requires a class of persons whose chief duty it is to impart the conventional elements of certain branches of knowledge.

The foibles and idiosyncracies of the pedagogue have attracted the polished shafts of wit from Greek poet down to our own inimicable *Grip*, who so happily pictures in a late number the now famous and perhaps much maligned examiner and the unsuccessful candidate. Quotations many and lengthy might be given in proof of

this statement. Goldsmith's well known lines claim insertion here, though the quotation be threadbare :

"The village all declared how much he knew :
 " 'Twas certain he could write and cipher too ;
 " Lands he could measure, terms and tides presage ;
 " And e'en the story ran that he could gauge.
 " In arguing, too, the parson owned his skill :
 " For e'en though vanquish'd he could argue still,
 " While words of learned length and thund'ring sound
 " Amazed the gazing rustics ranged around ;
 " And still they gazed, and still the wonder grew,
 " That one small head could carry all he knew !"

From the old curiosity shop of our sires' and grandsires' memories there are once in a while brought forth for us such vivid portrayals of grotesque characters among the instructors of their boyhood days, that we no longer consider even Charles Dickens' infamous 'Squeers' a mythical character.

In Shakespeare's "Henry VI," one of 'Cade's' followers arrests and brings before the rebel leader, a prisoner, with the charge, "He can write and read, and cast accounts" :

"C. Oh ! monstrous !
 "S. We took him setting boys' copies !
 "C. Here's a villain !
 "S. Dost thou use to write thy name, or hast thou a mark to thyself, like an honest plain-dealing man ?
 "CLERK. Sir, I thank God, I have been so well brought up that I can write my name.
 "CADE. Away with him ! I say. Hang him with his pen and inkhorn about his neck !"

The following is a short extract from one of Charles Lamb's essays, entitled "The Old and the New Schoolmaster." You may accept it, if you prefer, as one of the "curiosities of literature" from that brilliant essayist's pen. It appears to be his estimate of the pedagogue of his day—*i.e.*, two generations ago :

"Why are we never quite at our ease in the presence of a schoolmaster ? Because we are conscious that he is not quite at ease in ours. He is awkward and out of place in the society of his equals. He comes, like 'Gulliver,' from among his little people, and he cannot fit the stature of his understanding to yours. He cannot meet you on the square. He wants a 'point' given him like an indifferent whist player. He is so used to teaching that he wants to be teaching you. One of these professors, upon my complaining that these little sketches of mine were anything but methodical, and that I was unable to make them otherwise, kindly offered to instruct me in the method by which young gentlemen in his seminary were taught to compose English themes. The jests of a schoolmaster are coarse and thin. They do not tell out of school. He is under the restraint of a formal or didactic hypocrisy in company. He is forlorn among his equals. His juniors cannot be his friends."

Cutting words those from the pen of a writer of whose essays it has been said, that in the qualities of grace, quaintness, and a certain

tenderness of humor, "a smile on the lip and a tear in the eye," they are unique in our nineteenth century literature.

Notwithstanding a certain degree of social ostracism the representative instructor takes his place in history by the side of the world's greatest benefactors. Pythagoras, Plato and Socrates, were as devoted and successful instructors as they were famous philosophers. Cicero has rescued one of his valued preceptors from oblivion, and tells us in the brilliant oration delivered in behalf of this teacher of his (one Archias), that he was a man of transcendent moral worth and of remarkable ability. The race of Roger Aschams, Collets, and Busbys, of Tudor and Stuart days, were deservedly held in high esteem. Dr. Arnold, almost of our own generation—who convinced the English people that a school teacher was no less a gentleman—was a veritable prince among the world's benefactors; and the German, Froebel (the founder of the Kindergarten system), whose motto was, "Let us live for our children"—holds a deservedly high rank among original thinkers. And thus the list of such might be extended so as to include scores of names well known to history, besides men of our own day whose names will not soon be forgotten.

The State has recognized the political necessity as well as the justice of giving every child an elementary education; and parents now unhesitatingly entrust their children to the teacher who is to train them, not only in reference to their intellectual powers, but he is also expected to guard well and direct their moral natures. Consequently, the teacher has become an acknowledged and a most important factor in the social fabric, and by all considerate people a corresponding status commensurate with the importance of his position is readily and most cheerfully accorded him.

But though admitting that there has been a change for the better in our profession, there are yet many very necessary and desirable changes, to the consummation of which the advance has been inexcessably slow.

The first discouragement which I name is the fact that our Profession does not offer a career to its members commensurate with the intellectual and moral qualities demanded of them. When we see how liberally skilled labor as well as professional ability in other lines is rewarded, and the very desirable prizes held out in both these departments, it seems as if society has not yet recognized with a conviction fruitful of action the fact that the work of the teacher is in the truest sense necessary to the stability and prosperity of the commonwealth.

It is only reasonable to expect that when the teacher's work is rightly appreciated, then there may be held out as prizes within our Profession such remunerative positions as are given, not grudgingly, to members of other professions or those engaged in the higher departments of skilled labor.

The Teaching profession can never draw into its ranks and retain for a life period a large number of men and women of the highest

qualifications unless such persons can find their life work in educational service.

No department of skilled labor requiring great pains and very earnest application for the mastery of its details, would be on a sound basis (*i.e.*, would cause the supply in numbers and quality to be equal to the demand), if it did not hold out as an inducement the probability, amounting almost to a certainty, that the acquisition of such skill would bring an adequate reward—that industry, frugality and temperance would ensure a competency for old age.

The average remuneration of the teacher who has spent hundreds and often a full thousand dollars and years of valuable time in fitting himself for his work, compares discouragingly with the wages of some whose training has cost them much less but whose labor has a market value far in excess of the teacher's. The average wages paid teachers forbids them making any adequate provision for the wants of declining years. Their comfort must be drawn in large share from the convictions of duty performed to the best of their ability, and the consciousness that a most important work has been done for society and the individual.

All our large manufacturing establishments and business houses offer a career to the young men of ability in their employ; and a salary ranging from \$1200 to \$2000 per year is a very reasonable goal to win. If our mercantile houses and banks offered no career for men of ability, but advertised periodically for the cheapest men, their business would very soon go to wreck.

The lowest salaried position held out as a desirable prize to members of the legal profession, that of a Junior County Judgeship, is worth at least \$2000 per year, and there is in addition in these days the *solatium* of the Revising Barrister's fees—no inconsiderable sum, as our Dominion public accounts show. The average wage-earning period of a teacher's life is not over twenty-five years, for teachers are shelved at the age when lawyers are appointed to the Bench, and where the physician's ripe experience enables him to become the recipient of a large income. Is it any more than right to request that the average salary of teachers should be more than what is just sufficient to supply present necessities?

Another discouragement we are not seldom obliged to meet is the unreasonable or discourteous treatment from trustees—men seldom the equal of the teacher except in opportunities, and hence ability to make money. We find now and then, and all too often, trustees who look upon the teacher in the light of a servant. Even the School Law, with all its intricacies, has left that paragraph clear which declares that the relation of trustees and teacher is not that of master and servant.

I remember that in my first school the trustees inserted a clause in the agreement that I was to remain in the building during the noon hour, for the preservation of order. I consented to do so, and inhaled the poisonous atmosphere of the room, much to my injury.

A second year I was wiser and rebelled against such tyranny. The tables of actuaries give the average life of a school teacher at forty-seven years, just one more than the life of a bar-tender. And how can it be otherwise when we take into account the vast number of ill-planned, ill-ventilated, and in every way inconvenient rooms, oftener better described as dens, in which teachers are compelled to do their enervating, exhausting work. How depressing the inhalation of vitiated air! How dinginess and dirt wear upon the spirit! How soon the teacher's enthusiasm melts before them! What wonder that amidst such surroundings harsh tones and cross words involuntarily escape the teacher's lips, to his extreme mortification!

I was talking over Educational matters the other day with a gentleman who has lately resigned the principalship of the Public Schools in one of our large towns on the St. Lawrence River, and in reference to this point he said that two days after he resigned his opinion was asked on important educational matters affecting the town, whereas during the many years of his incumbency his opinion was never sought after until outsiders had first been consulted. That sort of conduct is demoralizing to any profession, and trustees are very much to blame in respect to this and similar aspects of the case.

I am credibly informed that some of our more advanced Boards of Education even make out the time tables for their school, so patronizing are they towards the teacher with whom they have relations.

The Saturnian age of Arcadian bliss for pedagogues surely must have been before the officious trustee had been evolved from out of our complex educational system—and perhaps the golden age, the millennium of our profession, will come when the survival of the fittest shall give us a *genus homo* species trustee of the right sort of development.

Another most important difficulty which we have to meet with, and which evinces an internal disorder not so difficult to diagnose as to account for, is the unprofessional attitude of some members of our profession towards their confreres. I say that when one teacher spreads damaging reports slyly but assiduously to the injury of a fellow-teacher, when he gloats over another's failures or difficulties, and in many small mean ways does him injury, that is not the conduct which we find prevalent in the legal and medical professions, and such mean jealous lags, far too numerous I am sorry to say, should be unceremoniously drummed out of our ranks.

The editor of one of our widely circulated papers in the Maritime Provinces wrote an article some time since arguing that it was impossible to keep high permanent prizes for the teaching profession—prizes of from one to three thousand dollars, asserting that teachers themselves would be the most active factor in destroying the permanent value of these prizes by under-bidding each other. While not admitting this to be the exact state of the case I know there is some truth in it, and teachers are somewhat to blame for the low salaries. We have to contend with a state of public opinion not yet educated

up to a just appreciation of the teacher's work; the wearing toil is underestimated, the scanty pay wondrously magnified.

Once upon a time, a neighbour of mine, a well-to-do mechanic, found occupation for himself in his leisure hours, and information for the taxpayers by figuring out the teacher's salary at six working hours for five days in the week, and forty weeks to the year. And an editor in the same town,—an office-seeker at every municipal election—never forgot to publish annually about election time the aggregate amount of the salaries paid the teachers, hinting that if he were in office—as he should be—retrenchment at least in the pedagogue's pay would immediately follow. I need scarcely add that he succeeded in this way, and secured votes for himself, but his ante-election promises were happily not always fulfilled.

Teachers are required to bring to the exercise of their profession all those qualities of heart and mind required in positions of the most responsible trust. A modern educator says when writing upon this subject, "Just in proportion as society renders it possible to sustain as it should the teaching profession, may it confidently rely on securing for the schools of the country those who will make education and not instruction merely their object."

In reference to the social aspect of our profession I believe it should be the teacher's aim to rid himself of pedantry as much as possible in his intercourse with others. The public, I will not say rightly, have come to look upon teachers as a privileged class who like some other privileged classes are to be kept within prescribed limits. They must have no politics, no voice in municipal affairs, no decided predilections in social matters, seldom a home, but most certainly an income tax if there is a single dollar of their salary rateable.

In these days a teacher must be a total abstainer if he wishes to avoid scandal, and yet if he boldly advocates the Scott Act he is in danger of losing his position on account of his zeal, to say nothing of the danger of being blown up with dynamite. Every cur thinks he has a right to snap and snarl if some chance be given. And yet there is no man who breathes heaven's air more justified in considering himself and in being considered a man than the teacher.

I am not a pessimist. I am not insensible to the advantages of our profession. While it has its disadvantages, its harrassing annoyances, and its discouragements, there are some compensating advantages and encouragements. There is an advance in public sentiment along the line of appreciation of the teacher's work, teachers themselves are more than ever alive to the importance of self-improvement. I hope there is the steady growth of a professional sentiment—an *esprit de corps*—among us; though not an optimist in this respect I will borrow a word from George Elliot, and declare myself a meliorist. I hope for a better time coming. Some of the best talent literary and scientific in Europe and America is to be found in our ranks or advocating our cause.

The teacher is looked upon as one of the moral forces of the com-

munity, and even if this view of his position should be one of the reasons among the many why the taxpayers reward him illiberally he should philosophically accommodate himself to his environments and look upon the successful impartations of knowledge and moral principles as a reward, immaterial though it be. Goethe says, "The growing mind alone can grateful prove."

"Every word spoken within the the hearsay of little children tends towards the formation of character."—BALLOU.

"The true purpose of education is to cherish and unfold the seed of immortality already sown within us; to develop, to their fullest extent, the capacities of every kind with which the God who made us has endowed us."—MRS. JAMIESON.

"Inflamed with the study of learning and the admiration of every virtue; stirred up with high hopes of living to be brave men and worthy patriots."—MILTON.

"Do not then train boys to learning by force and harshness, but direct them to it by what amuses their minds, so that you may be the better able to discover with accuracy the peculiar bent of the genius of each."—PLATO.

"Education is the only interest worthy the deep controlling anxiety of the thoughtful man."—WENDELL PHILLIPS.

"'Tis education forms the common mind
Just as the twig is bent the tree's inclined."—POPE.

In these few, out of the many quotations which might be given, is expressed the high and noble duty of the teacher, a work whose importance to the individual, to society, and to the state is second to none. Our profession is our estate which we shall not come into rightful possession of until we have made the most possible out of our opportunities, privileges, and responsibilities. Then and then only shall we have possession of our rights, and then only will the name of teacher and the teaching profession fit us, properly belong to us, and become us.

Are there no improvements, very desirable ones too, we all admit, which must come from within the profession and which will never be realized from any other quarter? Remember that I am not arguing to make ours a close corporation, a family compact on a large scale. I believe that would tend to injure us in the eyes of the public.

Much can be done by the teachers themselves in the line of self-improvement, by reading; not the cursory, shallow reading of the newspapers only, but the perusal of our standard writers. How can a teacher better employ one hour a day than by keeping the company of such men as De Quincy, Scott, Macaulay, or reading some of our best Literary and Scientific Reviews.

We are too apt to get in the ruts. We must have method in our work, but we should not be the slaves of method. We want to broaden and deepen our culture, and thus elevate ourselves in the esteem of the public, for knowledge is power.

If the College of Preceptors lately proposed will be a help in raising the status of the teaching profession, I shall hail it with

pleasure. To my mind there is something nobler in our vocation than working for examinations only. We teachers should understand as much about the broad principles underlying true education, mental science as we can acquire; this is an indispensable for us as the knowledge of physiology for a doctor of medicine. The best moral training is consonant with the best intellectual training. There is no training of the mind that does not also establish the character. On the other hand any attempt at moral instruction on the sentimental or credulous side without ennobling it by the highest and best intellectual activity, is out of tune with the age in which we live, and all philosophy. The best mental training is at the same time moral training to a certain degree.

We have seen much written lately about "The Bible in Schools," "The Patent Bible" and "Godless Schools." "Need of practical education," etc., etc. The best possible answer to all this wrangling is to give the pupils this sort of intellectual and moral training which is consonant with true nobility of character, and that will comport with the highest type of manhood and womanhood. We want to establish character, and not train pupils in sharpness and cleverness, and astuteness only. "The field of Waterloo," said the Iron Duke, "was won at Eton College."

It will indeed be fortunate for the interests of our country if we can succeed in implanting in the minds and hearts of the youths of our democratic Dominion the love of truth, detestation of meanness and hypocrisy, and a spirit of chivalry and social purity of which we stand in such alarming need. Let us not forget that we are the models, that we should expect our pupils in their riper years to say of us

"Ay! say that they were men—
Good men and true."

MODIFIED FORMS OF KINDERGARTEN WORK SUITABLE TO PUBLIC SCHOOLS.

BY J. SUDDABY, PRINCIPAL OF BERLIN MODEL SCHOOL.

A few years ago the Berlin Public School Board permitted me to introduce into the Model School a series of Kindergarten occupations. Inasmuch as one of the conditions was that the pupils who were to take part in these occupations should proceed with the regular work of the programme besides, and inasmuch as the age of admission was not to be lowered, we could not of course establish the Kindergarten in the true sense of the term. We therefore had to

depart from the regular order of the Kindergarten, and to modify the work in such a way as to adapt it to the altered circumstances. The plan I adopted of procuring material, of combining the gifts, and of selecting occupations, met with the approval of a number of gentlemen for whose opinions I have a profound respect. I am satisfied myself they are beneficial; and therefore, when the Secretary asked me to take a subject for this meeting, it struck me that possibly I might do some good, if I were to describe to you the work chosen by us, and tell you how we overcame the difficulties which presented themselves.

I do not pretend to be a Kindergartner. I have had no experience in the carrying out of the measures into practice, and therefore have no skill whatever in the manipulation of material. These are, in Berlin, left entirely in the hands of a lady who has made Kindergarten methods a special study, and who possesses, in a very high degree, natural qualifications which fit her for her peculiar duties. I allude to Miss Medcalfe. I look at the matter, therefore, from the same standpoint as yourselves. I deny, however, that there is any system of education so utterly profound, that no estimate can be made as to its probable value, without a long continued intimacy with details. Accustomed as we all are to reflecting upon the educational bearing of methods, I presume that, when the principles underlying any system are pointed out, we can form a tolerably correct conception of what that system is likely to accomplish.

Before we enter upon an explanation of the plans by which we were enabled to reach Kindergarten work, it becomes necessary to enquire why we should try to approach it at all. What are the claims of the Kindergarten to such a high place in our regard? Upon what foundation does it rest? Now, it is obvious that before this can be answered, we must glance at a few of the general laws governing each department of education.

GENERAL LAWS GOVERNING EACH DEPARTMENT OF EDUCATION.

It makes but little difference whether we adopt the Prussian definition of education, or that ordinarily given, the ideal for all practical purposes is the same. According to the first we have, "Education is the harmonious and equable evolution of the human powers, physical, intellectual and moral." According to the second, "Education is the drawing forth and the cultivating all the powers of the mind and body for the duties of after life." Obviously the central idea in both is development.

At all stages of mental and physical growth, this idea of unfolding the powers rather than that of imparting, from an outward source, should be steadily kept in view. But although this is true with regard to all stages, it is emphatically true in the early years of life, when the whole nature is in a plastic condition capable of being moulded almost at pleasure. For this reason if careful and complete provision be made for the all-sided development of the child during

the first seven years of its life—the infant period—we need not be *quite* so anxious about the educational influences which may afterwards be brought to bear.

During these early years neglect of the rules of health—such as a failure to supply a sufficiency of proper food—neglect of the means of pure air—neglect of bathing,—failure to give the child such exercise as will develop the various organs and secure symmetry at the same time—always proves more disastrous than the same neglect would prove at any other period. Infancy extending from birth to the age of seven years is the great character forming period—the period in which the bent for good or for evil is given to the whole spiritual nature. If that bent is ever afterwards changed it is effected only at the expense of infinite labor and perseverance.

As regards physical education, even if the child were so blessed at his birth as to be physically perfect, the precautions and rules regarding health would be necessary, in order to lay the foundation for a strong and vigorous manhood; but when we consider that parents transmit their infirmities to their children, and that most infants are afflicted with some weakness the necessity for such observance seems imperative. We have great reason to be thankful that most of the natural infirmities afflicting very young children can be removed, if proper treatment be brought to bear during the period of infancy. For example, a tendency to nervousness may be greatly modified by the copious and frequent application of water—by plenty of exercise, and by plenty of sleep. Weakness of the lungs may be removed by breathing exercises and by games specially designed to expand the chest. A feeble muscular system may be strengthened to an almost unlimited extent. It is true that many of the conditions of physical *health*, as distinguished from that of physical *development* must be left to the parent. I allude to such matters as proper food and proper clothing. But to leave physical training to the parent means the complete neglect of this whole department of education. What we lose by such a course can be estimated only when we observe the effects, even upon adults, of a thorough training in calisthenics. It is within the power of physical education, if begun at a very early stage of the infant period, to effect a complete revolution in the people, as regards bodily strength, beauty of form, and gracefulness of bearing.

Besides the necessity of beginning early, we shall notice only one other law governing exercises for physical training. Many of the exercises, if not all of them, should possess the element of pleasurable excitement or fun. This holds even with adults. Thus the man who would say, "I have studied very hard this morning, so I shall take a walk in order to strengthen my lungs," will not be benefitted in that direction nearly as much as the man who would say, "Ned, we have studied hard this morning—let us walk to town and see Barnum's circus."

A game of football would probably secure results equally

good. Now, this element of fun, so important even in the physical exercises of adults, is absolutely indispensable in the physical training of young children. It is, in fact, a law in this department of education that the mind during the exercises should be drawn away, at least for the time being, from the mere exercises as such, and fixed upon the attainment of other objects. Carried into practice it simply means this, *that most of the exercises for physical development must be disguised as plays or games of various kinds.*

The necessity for an early start in dealing with the moral powers is at least equally great. If the plastic period of infancy be allowed to pass, without an earnest attempt to develop the moral powers, the task of moulding the character will be extremely difficult, not to say hopeless. The moral as well as the physical weaknesses of parents are transmitted to their children. If any one of such vices as cruelty, lying, stealing, etc., have free course for the first seven years, it will be found extremely difficult to deal with it afterwards. Witness the difficulty of the attempts to reclaim the street arabs of London. The same law applies with the lesser vices of selfishness, conceit, etc. We have great reason to be thankful that most of the germs of vice can be annihilated or greatly modified if the proper treatment be brought to bear upon the early years of childhood.

It is now generally admitted that in the early years of infancy the morals of a child are in the same situation as that of his manners and his language: that is to say, they will be moulded by those with whom he is constantly coming in contact. If the home influences were always good we need not have much anxiety as to securing morality. Unfortunately, however, this is by no means the case. On the contrary, it can safely be affirmed that only a small proportion of the pupils come from homes in which the moral atmosphere is as healthy as could be desired, while many come from homes in which it is decidedly bad. But the morals of the people are far too important to be neglected—they are everything: therefore the conclusion is inevitable. *The State should provide means for bringing all the children at as early an age as possible under the influence of a society whose moral code is moulded and guided by a teacher familiar with all the ascertained laws of moral development.* The line followed by such a teacher would be of course to establish a healthy public opinion among the little ones in his charge. The speed with which this is accomplished will depend upon his own force of character, his sympathy with child nature, and his tact. Having thus established a healthy public opinion in his little community, he employs this as a means of improving the morals of individuals. The improvement of the individuals of course immediately advances the standard of public opinion which now acts with increased power upon individuals and so on.

This public opinion is wielded, of course, by getting the class to pass judgment upon good and bad actions, the circumstances con-

nected with which are on a level with its power of comprehension. These actions should be mainly taken from those of the pupils themselves, as they will be more interested in these; but many may be taken from stories especially prepared, as matter, upon which to exercise the moral judgment, and as means of enlisting the sympathies on the side of all that is pure and good. It is obvious that the requisite incidents will not be forthcoming if the pupils are constantly kept under restraint. If it is true that morality is largely taught by the influence of those with whom we come in contact, and that the action used for appealing to class opinions must be mainly those of the pupils themselves, it follows, that the greatest freedom of action must frequently be allowed the pupils. Sully expresses himself on this point as follows: "The educator should take care to secure to the child a free region of activity, uncontrolled by authority, where other feelings besides those specially appealed to in discipline, may be exercised as motives, and where the powers of reflecting and choosing may be brought into full play. Nothing can be more fatal to will growth than an excess of discipline permeating the whole of the child's surrounding." He says also, "Play owes no little of its moral value to the fact that it provides this area of unrestricted activity."

Many who readily admit that the first six or seven years of a child's life are the most important for the development of the physical and the moral powers, deny that they are so with regard to the intellectual powers. There is, in fact, however, not the slightest ground for thus excepting the mental powers. Slovenly mental habits acquired at this period, will be found very difficult to remove. Not only all knowledge but all intellectual work, such as generalizing, reasoning, &c., is ultimately based upon our knowledge of the qualities of objects. If, therefore, that knowledge be defective, the conclusions arrived by our reasonings will be false, and the fruits of our imagination worthless. Most of the subjects of study used in after life, as a means of cultivating the mind, are based IMMEDIATELY upon the qualities of objects. For example, arithmetic and algebra deal with that quality which we call number—geometry and mensuration with that quality called magnitude. Drawing and sculpture with that quality called form. Painting with the two qualities, form and color, &c.

This fact suggests the nature of the intellectual work to be aimed at during the period of infancy. Before we can deal intelligently with any quality in the abstract, we must have a correct conception of it as presented in the concrete. *Therefore the qualities of things as presented to the senses in the concrete, should be the subject matter for the intellectual training of the period of infancy.*

The next question naturally arising is: "What qualities are the best adapted for our purpose?" In seeking a solution of this problem we naturally ask ourselves "What qualities dealt with in the ABSTRACT have been found by experience, the best media for children

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of a more advanced age?" We find that *form, number, color* and *sound* have been selected for older children. Form is what is dealt with—the subject matter, if I may so express myself, of *drawing* and *modelling*. It also is the ground-work for sculpture, architecture, &c.; but, these lie outside of school work. Number is the subject matter of the mathematics. Form and color combined that of painting. Sound is the matter to be dealt with in music.

This being the case we would naturally suppose that the qualities *form, number, color* and *sound* as presented in the concrete would be the qualities most fruitful in yielding exercises for development during the infant period. This supposition is correct. Those qualities dealt with in the concrete furnish the means of an education as complete and thorough *within the sphere of infancy* as their abstract treatment furnishes for the more advanced stages of education. Within its own sphere, the Kindergarten provides for the child's education as thoroughly as does the best college in the land.

Having decided that the qualities *form, number, color* and *sound* are the best for our purpose, the next question is "How shall these qualities be used for the purpose of developing the intellect?" It took two of the greatest thinkers of modern times Pestalozzi and Froebel to solve that question. Each solved a part and the result was a complete solution. Pestalozzi's plan was, as you are aware, to hold the object up to the contemplation of the class, and then question the pupils in such a manner as to secure close attention and thought. Froebel said in effect "That is good as far as it goes, but it does not go far enough. There is danger that this contemplation will be in a measure merely passive. We must give the pupils something to do with their hands—something which will *compel* them to pay the closest attention and arouse every mental energy." He then proceeded to prepare appropriate material and to devise proper exercises for carrying out this idea of developing power by *doing*, gaining knowledge by *self-activity* and *experience*. Material and exercises for each stage of the development of the infant mind were devised, and all carefully arranged to prepare the child for dealing with the abstract. The various sets of material are called gifts, and each gift leads the child a little nearer to the time when he may "put away childish things" and think without the aid of material representation. With regard to the exercises here alluded to Sully expresses himself thus, "Froebel has built on solid psychological ground in maintaining that knowledge and activity are closely related; that the child's spontaneous activity is the force that sets the mechanism of the senses in movement; that perception includes the employment not only of the eye but of the hand, and that a nice perception of form is only gained in connection with the device of manual representation. The well-known active employments of paper-folding and stick-building and better still modelling, train the sense of form by compelling a close attention to it in a way that no mere presentation of an object to passive contemplation could do. In the same way

the color sense is best trained by painting, the sense of pitch in sound by singing. Nor is this all; the execution of the required movement in all such constructive employments helps to bring out more prominently the correspondence between the visual and tactual experiences concerned in the perception of forms. The same remark applies to drawing. An experienced draughtsman reads more than *another man into the forms submitted to his eye.*"

TO WHAT EXTENT ARE THOSE GENERAL LAWS REGARDED AT PRESENT.

We have now pointed out that the central idea in education is admittedly development, and that it is of paramount importance that this fact should be kept before the mind of the teacher during the infant period. We have also indicated, in a very general way, the laws governing each department of education. The question now arises "How closely are the lines indicated followed in actual practice. After agreeing what education should be, do we proceed to form plans and adopt methods in harmony with the view assumed or do we preach one thing and practice another?"

In casting about to answer this question one fact stands prominently forth. It is this. Before the pupil is permitted to come under professional guidance, the greater part of the infant period has passed away. Before coming under such guidance, the treatment has been in general such as to constantly and grossly violate most of the principles laid down. This being the state of matters, the teacher's course is very plain. He should husband the remaining fragment of the infant period with the utmost solicitude, and apply methods founded upon correct principles with the utmost vigor. Does he do so? Is he permitted to do so?

We find by reference to the programme of studies that reading is the principal work for pupils from five to seven years of age. When analyzed, reading at this stage, is found to consist of the process of fixing in the memory the artificial connection between certain sounds and the arbitrary characters chosen to represent them. This is true no matter what particular method may be adopted to teach reading. Of course, work of this nature, is utterly at variance with the principles laid down, the qualities of objects as met with in the concrete should form the basis of study. Being out of harmony with the natural laws of mental growth, it affords little or no assistance to the expanding powers of the child's mind. He never, at this age, employs his faculties in any such work naturally. Though endowed with the spirit of restless activity, nothing approaching work of this nature will be found in the whole range of his self-selected employments. In fact it requires the greatest amount of sympathy, patience and tact to keep the uncouth sounds and characters from becoming utterly repulsive. Of course the fact that a certain kind of mental work may be distasteful to a pupil is no reason why it should not engage in it, but when this dislike is well-nigh universal at this particular stage—but not at a later stage, and especially, when the mere

process of learning to read has little value as a means of developing the mental powers—which should be the chief work of this period—there is a very sound reason for its postponement.

It may be said that "form" is not excluded as a means of culture at this stage, inasmuch as the pupils are expected to take up a little drawing. This is true, and the drawing exercises are much better than nothing. It must be remembered however, that this is the study of form in the abstract, and that all the preliminary exercises with form in the concrete, have been omitted. It is in fact the last stage of a course of study in form.

There is one study laid down for the work of first-book pupils, and only one, in which we approach the idea of using "quality" in the concrete as a means of development. This is the work in arithmetic. When we teach the properties of numbers by arranging objects as blocks, sticks and symmetrically letting the pupils participate in the work of manipulation we are following the natural mode of development. How deeply interesting the study of numbers can be made to the little ones when taught in this way! Yet when we attempt to teach numbers by beginning with the abstract-phrase, it proves a most irksome task.

As regard the great department of *physical* education it may be said that it is scarcely taken into consideration at all. It is true that occasionally through the day the pupils are called upon to go through a few very mechanical calisthenic movements. But these are intended more as a means of preventing positive injury than as a means of developing to any extent the physical powers. They in fact lack the essential element of physical development which is sport.

What is being done in regards the development of the moral powers? Two great obstacles meet the teacher here. In the first place such a large part of the infant period has passed away that habits are in a great measure fixed. In the next place the teacher cannot afford the time for that "free region of activity" pointed out by Sully as so necessary. The work laid out requires that the pupils not under recitation should *sit still* and refrain from talking. Instead of gradually working up a delicate sense of right and wrong by appealing to the judgment of the class the want of time makes it too frequently necessary, to resort to harsh means of merely securing *quiet and order*.

In point of fact therefore in our present arrangements the theory of education as generally accepted, is utterly disregarded. Instead of aiming at an all sided development of the powers we are governed entirely by the idea of immediate practical utility. Unless a tree will bear fruit in one year at farthest after it is planted we cry "Away with it, it is good for nothing." The gardener may inform us that the tree is in a most healthy and flourishing condition—that its roots have taken a firm hold upon the soil—that its trunk and limbs have made remarkable growth—that all that is required is a little patience on our part, and we shall see not only a tree of magnificent

proportions but a tree producing the most beautiful and delicious fruit. Our answer is "What care we for promises for the future?" "What we want is fruit and that immediately." We get it—and a pitiable lot of trash it is comparatively.

(3.) HOW MAY THE EVIL BE REMEDIED.

As teachers we ought to be thankful that there is at the present time in existence, a *complete* system of education for the period of infancy—a system founded upon *absolutely* correct principles. I allude to the Kindergarten. The Kindergarten takes charge of the child at the age of three, before evil habits have been fixed, and then throws its whole soul into the work of an all-sided development.

If this is true our duty is clear. We should never rest until the Kindergarten is recognized, as a part and parcel of the school-system and Kindergartens established in all parts of the province.

It would require a trained Kindergartner to properly illustrate how the system compasses the erds of education in the different departments. I shall not attempt it. I shall not attempt to describe the delightful social games and calsthenic exercises by which strength and beauty of form and gracefulness of motion are given to the body. All I shall say is that those who are capable of judging in such matters consider them wonderfully appropriate for the purposes of *physical education*. I shall not stop to consider the peculiar facilities which earliness of the age of commencement, and the wider latitude given to the pupils, afford for improving the *morals* of the children.

In the department of intellectual education I shall not attempt to describe the magnificent field of work offered by the qualities of *form, number, color and sound*. Since however there may be a few here who have not given the matter any consideration, I cannot refrain from trying to indicate how *one* of those qualities in the concrete may be made use of to develop thought. I shall take for this purpose *FORM*.*

Now supposing that the Kindergarten is as desirable as I have indicated and that we should steadily aim at its universal introduction—the question arises cannot *some* of its exercises be imported into the public schools, as AT PRESENT CONSTITUTED as regards age of admission and departmental limit tables. May the little ones not have a *taste* of what is calculated to do them so much good and make their early school-days happy? They may.

The brief explanation of what was done in this direction in Berlin will be better understood, by pointing out the difficulties we met with and then showing you how they were overcome. In this explanation I shall not discuss the means adopted for the physical and the moral education of the children, because the exercises adopted by us, are substantially the same as those laid down in good Kindergarten works. Here and there, the social games and calsthenic

* This was illustrated by reference to Froebel's *Gifts*.

movements were altered a little to meet the difficulty of dealing with larger numbers; but these changes would naturally suggest themselves to any teacher. We shall confine ourselves as far as the work is concerned to the exercises designed for the intellectual field.

First Difficulty—Three years of the Kindergarten period have passed away, the pupils being five years old instead of three. At first sight, it would only seem necessary, in order to meet this difficulty to omit the early gifts completely. As however in the higher work we have constantly to appeal to experience gained in the early gifts they cannot be entirely omitted. I recommended, therefore, that they be taken up but dealt with very briefly, for example, that the first and second gifts be treated as we treat an ordinary object lesson. Each of the others, however, stands upon a different footing and must be in the hands of the pupils, however rapidly we may proceed with the analysis and with the study of the synthetic arrangements.

Second Difficulty—Many fine exercises under a certain gift require a greater number of pieces than the gift supplies—so also other exercises require a combination of the gifts, now if we must provide each pupil, with a separate box, for each gift and also a sufficient number to meet the two cases just mentioned, will not the number of boxes required—at least in town schools be excessive and the work of distribution complicated?

We met this difficulty by combining a number of the gifts in one box. For example the fourth gift contains eight bricks and the sixth gift eighteen bricks, twelve squares and six pillars. We formed a box consisting of twenty-four bricks sixteen squares and eight pillars. Again the fifth gift contains twenty-one cubes, six half cubes and twelve quarter cubes. We combine these so as to have a box consisting of twenty-four cubes, eight half cubes and twenty-four quarter cubes. (Illustrated by reference to the boxes present.)

The advantages of this plan are as follows:

- (a) It reduces the work of distribution of material to a minimum.
- (b) It leaves the teacher at liberty to deal with the original gift—to extend the range of any particular gift, or to enter upon exercises requiring a combination of gifts.

Third Difficulty—Will not the difficulty of presenting any particular form be greatly increased when the numbers extend from 60 to 70 instead of from 15 to 20. This difficulty was overcome in some measure by the *display board* which you see before you and by means of *marking* a portion of the blackboard off into squares resembling those upon Kindergarten tables.

Fourth Difficulty—Expensiveness of Kindergarten material. In looking over the catalogue of a prominent dealer in Kindergarten material we found that according to the prices there given, it would be a very expensive matter to supply a large number of children with the necessary material. To obviate this difficulty we got it made by a good cabinet-maker. The cost was not more than one-fifth of that

of the regular dealers. The material is not so perfect but will answer the purpose.

Fifth Difficulty.—How to get time for such exercises. Even if a separate department were not provided for the Kindergarten exercises, I am persuaded much good could be done by simply providing each pupil with a box of material suited to the stage of his advancement, and then letting him busy himself with it during at least part of the time laid out for seat-work. It certainly would prove a most efficient remedy for keeping order, a matter of no small importance, when the class of little ones is large. In point of fact the children become so deeply interested in carrying out their little plans with the material as to become quite oblivious of surroundings. In Berlin, however, we overcame the difficulty as regards time, by adopting the Galt half-time system. The Galt half-time system must not be confounded with what is generally meant by half-time. In many schools the first-book pupils have half-time in the sense of attending school half the day and remaining at home the other half. What is meant by the Galt half-time system is the arrangement by which the pupils take part of the day for the regular work as laid down on the public school programme, and the other half for something else. Now we made that something else the Kindergarten work. For the sake of simplicity let us suppose there are two separate departments doing first-book work, viz., one for first part and the other for second part. Now for the pupils of these two departments there is a Kindergarten room, with a teacher capable of doing Kindergarten work. Each of the departments doing first-book work is divided into two sections, a junior and a senior section. In the morning the juniors pass into the Kindergarten department, and the seniors into the room for ordinary work. After intermission a change takes place—the seniors now passing into the Kindergarten room, and the juniors into the room for ordinary work.

Such, gentlemen, is the nature of the first attempt to engraft Kindergarten work upon the public schools in Ontario. I may mention a few of the advantages that have clearly manifested themselves. (1.) The pupils have a much higher degree of general intelligence. (2.) They have greater power of concentration. (3.) They have a much better command of language. (4.) The exercises have completely revolutionized the old time idea, that it is an unpleasant thing to go to school. On the contrary, the great difficulty now is to prevent them from coming before they are of lawful age. (5.) They meet with the approval of the trustees and the parents and guardians of the children.

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

LIST OF MEMBERS.

NAME.	DATE.	NAME.	DATE.
Brownlee, H. J.	1875	Comfort, John H.	1872
Beattie, William	"	Cork, George	"
Black, A.	"	Carmichael, H. P.	"
Black, P.	"	Clemens, W. B.	"
Birchard, I. J.	1876	Cooley, J. W.	"
Blackadder, A. K.	"	Cashure, John	"
Barber, A.	"	Crozier, J.	1873
Blackstock, James	1877	Carlyle, W.	"
Burrows, Frederick	"	Cameron, Henry	1874
Brown, James	"	Carlyle, Alexander	"
Boswell, Sarah	"	Clarke, J. A.	"
Bryant, J. E.	"	Crane, Geo.	"
Bell, Geo.	1878	Clarke, E. J.	"
Bell, D.	"	Cull, D. A.	"
Biggs, William T.	"	Connor, J. W.	1875
Bowerman, A.	"	Clark, L.	1876
Brunner, Henry	1879	Connor, W. O.	"
Bartlett, William E.	1880	Chapman, W. F.	1877
Bole, D.	"	Crookshanks, Wm.	"
Black W. J.	1881	Carscadden, D.	"
Bigelow, George	"	Christie, Augusta.	"
Blackstock, Joseph	1882	Clapp, D. P.	1878
Bain, John C.	1883	Cassidy, William	"
Brydon, W.	1886	Chapman, E. A.	"
Brodwick, G. E.	1884	Curtis, Smith	"
Baird, Geo.	"	Coleman, A. P.	1879
Brown, J. R.	1885	Colles, W. H.	1881
Brown, J. A.	"	Clendening, W. S.	"
Brown, R. E.	"	Campbell, A.	"
Baptie, George	1886	Chadwick, C. W.	1882
		Cressweller, C. L.	"
		Craig, J. J.	"
Carnochan, Janet	1868	Clark, William	1883
Coutts, William	"	Carry, Edward	"
Campbell, J. H.	"	Crichton, A.	1884
Campbell, John	1869	Christie, J. D.	1886
Cameron, John	"	Cowley, R. H.	1884
Curtis, F. M.	"	Cooke, C. T.	1886
Curtis, Annie	"	Clarke, W.	1884
Cameron, John	1870	Cochrane, R. R.	"
Campbell, Geo. W.	"	Clipshaw, T. R.	1885
Clark, Charles	"	Chenay, D.	1886
Curry, R. N.	1868	Chesnut, T. G.	1862
Coates, Robert	1871	Carlyle, James	1866
Carey, R.	"	Collins, J. J.	"
Carson, Jos. S.	1872	Carter, W. H.	"
		Cranfield, R. E.	"

LIST OF MEMBERS.

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NAME.	DATE.	NAME.	DATE.
Campbell, A. J.....	1866	English, E. N.	1872
Cameron, James J.....	"	Ellis, J. C.....	"
Currie, Alexander.....	1867	Ellis, Sarah J.....	"
Campbell, Alexander.....	"	Edgcomb, G.	1873
Cameron, H. D.....	"	Emery, Minnie	1876
Clarke, Jos. A. P.....	"	Earl, Barton	1878
Crawford, Allen.....	"	Ellis, W. J.	1882
Crowle, Edward T.....	"	Elliott, John	1885
Cullen, I. F.....	"		
Clerke, A. D.....	1868	Frood, Thomas	1886
		Fraser, James	1867
		Fraser, Charlotte	"
Doan, Robert W.....	1861	Fordyce, A. D.....	"
Dixon, J. B.....	1864	Fair, John M.	1868
Dewar, Archibald.....	1867	Fraser, E. E.....	1869
Dunn, Robert.....	"	Fraser, Geo.....	1871
Donaghy, William.....	"	Finlay, R. S.	"
Douglas, W. A.....	"	Fotheringham, David.....	"
Duff, Miss.....	1868	Fraser, John	"
Derby, Sarah E. B.....	"	Fisher, J. H.	1872
Dearness, John.....	1872	Fletcher, D. H.	"
Duck, Mary Jane.....	"	Fullerton, James.....	1873
Dickson, Geo.	"	Ferguson, M.	"
Dewart, S. H.....	1871	Ferguson, R.	1874
Dickenson, Henry	1872	Falconer, A. H.	"
Dawson, R.	"	Fessenden, C.	1876
Duff, R. G.....	"	Francis, Daniel	1877
Davidson, S.....	1876	Farewell, J.	1878
Davey, P. M.	1877	Ferguson, Miles	1880
Dobson, Robert	"	Ferguson, Jas.	1882
Davidson, Annie.....	"	Forrest, William	"
Davis, S. P.	"	Freer, Benjamin	1885
Davidson, V. A.....	"	Fenwick, M. H.	1886
Duncan, James.....	1878	Fitzgerald, L. S.	"
De-La-Mater, H.	"		
Dafoe, J. W.....	1881		
Donovan, J.....	1882	Graham, J.	1878
Duff, C. P.....	1885	Gregory, T.	1879
Dickson, J. E.....	1886	Gardner, S. A.	"
Dunn, J. M.	"	Gibson, Samuel G.	1880
Davidson, A. B.....	"	Galbraith, W. J.	1881
Duff, W. G.....	1884	Girardot, The.	1882
Deacon J. S.	"	Grier, Andrew	"
		Grant, Robert.....	"
Ellis, Fitzallen.....	1866	Griffin, A. D.....	"
Embree, L. E.....	1869	Gordon, Nathaniel	"
Elder, Jane.....	1870	Groves, W. E	1883

NAME.	DATE.	NAME.	DATE.
Gilray, Jennie.....	1883	Humberstone, F.....	1876
Grant, D. M.....	1884	Hicks, H. M.....	1877
Gray, R. A.....	1885	Halls, S. P.....	"
Grant, Wilbur.....	"	Hicks, Samuel.....	"
Gordon, James.....	1884	Herald, John.....	"
Gardiner, J. A.....	"	Hendry, W. J.....	"
Graham, A. C.....	"	Houston, John.....	"
Gourlay, M.....	1867	Hicks, David.....	"
Greenhow, Hepzibah.....	"	Hughes, Samuel.....	1878
Gilchrist, John R.....	"	Harrison, C. W.....	"
Graham, John H.....	"	Harvey, W. A.....	"
Glashan, J. C.....	1871	Haight, Franklin.....	"
Groat, S. P.....	1873	Hall, Theophilis.....	1879
Gill, M.....	1874	Hoigg, Minnie.....	"
Gilchrist, James M.....	"	Henderson, R.....	"
Grant Geo.....	"	Holmes, N. L.....	"
Gosnell, Thos. S.....	1875	Hunter, J. M.....	1880
Gormly, M.....	1876	Henderson, Thomas.....	"
Goggin, D. J.....	1877	Henderson, Geo.....	1881
Gray, Henry.....	1878	Huston, H. E.....	"
Grier, Nathaniel B.....	"	Henstridge, J. W.....	"
Galton, Henry J.....	"	Hicks, O. S.....	1882
Gorsline, William.....	"	Huston, W. H.....	"
		Henderson, A. G.....	1884
Hunter, John.....	1866	Harstone, J. C.....	"
Hodgson, James.....	"	Hagarty, E. W.....	"
Hamilton, Sarah M.....	1867	Hume, J. P.....	1886
Hughes, James L.....	"	Hopper, S. T.....	"
Henderson, Isabella.....	"	Hicks, R. W.....	1884
Harrison, Edmund B.....	"	Hunter, T. J.....	1885
Husband, Henry.....	"	Huff, Samuel.....	1886
Houston, William.....	"		
Hatton, Emily.....	1868	Irvine, Margaret.....	1867
Harvey, W. B.....	"	Izard, Henry.....	"
Hutton, Henry H.....	"	Isenhour, M.....	1872
Herner, Samuel S.....	1869	Irwin, John.....	1874
Hyndman, Elizabeth.....	"	Irving, John E.....	1879
Hunter, J. Howard.....	1871		
Hughes, James H.....	"	Johnston, John.....	1866
Hay, Andrew.....	1872	Johnston David.....	1867
Heslop, Thomas.....	"	Johnston, William.....	"
Henderson, Wm. S.....	1874	Jennison, Reuben R.....	"
Henderson, John.....	"	Johnston, Charles.....	1869
Hodgson, J. E.....	"	Jones, Emma.....	1871
Hunter, D. H.....	1874	Jamieson, Alexander.....	1872
Houghton, Henry B.....	1875	Johnston, Maggie.....	"
Hendry, Andrew.....	1876	Jennings, D.....	1873

LIST OF MEMBERS.

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NAME.	DATE.	NAME.	DATE.
James, D. A.....	1875	Lafferty, A. M.,.....	1877
Jeffers, J. Frith.....	1876	Law, James,.....	1878
James, John Henry.....	1879	Leitch, Thomas.....	"
Jardine, W. W.....	1883	Lindsay, Geo.....	1879
Jamieson, J. S.....	1884	Lewis, Geo. D.....	1882
Jolliffe, O. J.....	1886	Lockyer, Charles.....	"
		Lyon, S.....	"
		Levan, J. M.....	1885
Knight, J. H.....	1872	Linklater, J. C.....	"
Kelley, James.....	"	Linton, W.....	"
King, M. J.....	"	Lent, D. H.....	"
Kelly, M. J.....	1873		
Kilgour, James.....	"	Morgan, S.....	1883
Kilgour, W. J.....	"	Manley, F. F.....	"
Keown, M. J.....	1874	Murphy, T. J.....	"
Kinney, Robert.....	1887	Morton, J. B.....	"
Kemp, A. F.....	"	Morgan, J. C.....	1886
Keilly, William.....	1878	Macrae, S.....	1884
Knight, A. P.....	1880	Munro, Robert.....	1885
Knowles, R. H.....	1883	Marshall, D.....	"
Kinney, John.....	1884	Morgan, J. W.....	1886
Kennedy, J. F.....	1886	Moffatt, J. H.....	"
Kiernan, Thos.....	1867	Macallum, Archibald.....	1863
King, John.....	"	MacMurchy, Archibald.....	1861
King, Wm. T.....	1869	MacKintosh, Geo. B.....	1866
Kirkland, Thomas.....	1863	Macartney, Charles.....	1867
Kennedy, M. A.....	1874	MacDonald, D.....	"
Kirk, Geo.....	1879	Mackintosh, William.....	1869
Kerswill, W. D.....	1886	Macoun, J.....	1873
		Morgan, T. G.....	"
Laidlaw, R. J.....	1867	Mackinnon, M.....	1878
Lamb, Martha.....	"	Muir, S. J.....	1866
Leshie, William.....	"	Medcalf, W. H.....	"
Lennox, D.....	"	Meredith, William.....	"
Lawrence, John.....	"	Moorhouse, Samuel.....	1867
Lang, A. B.....	"	Miller, J. R.....	"
Leitch, Thomas M.....	1868	Meldrum, M. W.....	"
Landan, W. H.....	1870	Mercer, W. W.....	"
Lewis, Richard.....	1865	Miller, Rebecca.....	"
Langrell, E. P.....	1872	Mundell, John.....	"
Laird, J. W.....	"	Miller, William R.....	"
Lyman, James A.....	1873	Miller, Mary Ann.....	"
Little, R.....	"	Munro, Donald.....	"
Le Vaux, Geo.....	1874	Medley, Emma.....	1868
Linton, C. B.....	"	Marsden, Sarah.....	"
Latier, J.....	1875	Miller, M. A.....	1866
Lusk, C. H.....	1876	Magill, James.....	"

NAME.	DATE.	NAME.	DATE.
Maguire, A. S.	1870	McKenzie, Chas. J.	1871
Magill, James.	"	McLaren, Alexander.	"
Morton, Adam.	1872	McCamus, John A.	"
Moyer, George.	"	McKinnon, D.	1872
Montgomery, Henry.	"	McLeod, Mary.	"
Maxwell, David A.	"	McKay, Alexander, J.	"
Mooney, William.	"	McKee, William.	"
Moserip, Mary D.	"	McCaig, Donald.	"
Mills, James.	1873	McArdle, D.	"
Moir, George.	"	McIlvaine, Samuel.	"
Moran, John M.	1875	McDonald, A.	"
Miller, Arnoldus.	"	McQueen, A.	1873
Miller, John.	"	McNab, F. F.	"
Munro, John.	"	McQueen Robert.	"
Moore, Thomas.	1876	McAlease, N. V.	"
Morrison, A.	"	McGregor, P. C.	"
Manning, W. R.	"	McMain, C. S.	1874
Moses, Charles.	1877	McDonald, A. F.	"
Murray, M.	"	McRae, Samuel.	"
Martin, R. T.	"	McKinnon, D. J.	"
Milburn, E. F.	"	McMillan, R.	1875
Milden, Geo.	1878	McWherter, John.	"
Morton, W. C.	"	McKerachar, C.	"
Moore, F.	"	McMillan, Alexander.	"
Michell, F. L.	"	McIntosh, Angus.	1877
Munro, D. E.	1879	McMillan Robert.	"
Maxwell, Mrs. L. A. L.	1880	McLean, Peter.	"
Musgrove, A. H.	"	McMichael, D. A.	"
Munro, R. M.	1881	McLean, Allan.	"
Miller, J. O.	1882	McNevin, J.	"
Munro, William.	"	McMurchie,	"
Miller, James.	"	McNevin, J.	1878
Merchant, F. W.	"	McCamon, W. J.	"
Murray, R. W.	1883	McPherson, Crawford.	"
		McKee, Thomas.	"
McRae, Alexander.	1867	McHenry, D. C.	"
McCall, D.	"	McDonald, D.	"
McVey, Lizzie.	"	McCabe, J. A.	"
McBrien, James.	1869	McLurg, James.	1880
McFaul, John H.	"	McTavish, Douglass.	"
McDougal.	"	McGillivray, J. K.	"
McAlpine, Neil.	"	McGregor, 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

LIST OF MEMBERS.

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NAME.	DATE.	NAME.	DATE.
McKay, Donald	1884	Oliver, William	1872
McCollum, A. B.	1885	Osborne, W. J.	1876
McMillan, J.	1886	Orr, R. K.	1877
McDougall, A. H.	"	O'Neill, Mary	1878
McBrien, James	1884	O'Hagan, Thomas	"
McDiarmid, D.	"	O'Connor, William	1880
McCaig, D.	1885		
McCabe, William	1864	Powell, Francis C.	1866
McCann, J. B.	1862	Phillips, S. G.	"
McAllister, Samuel	1861	Plunkett, William	"
McMichel, D. A.	1866	Parsons, Robert	1837
McMichael, S. H.	"	Parsons, John H.	"
McLean, Donald	"	Playter, Franklin	"
McNaughton, D.	"	Patterson, Alice	"
McAskin, T.	"	Parsons, Laura S.	1868
McKeehnie, M. C.	1867	Platt, G. D.	1869
McMillian, D. E.	"	Patterson, Mary	1870
McBeath, J. T.	"	Phillips, John	1871
McClure, John	"	Payne, E.	"
McTavish, P.	"	Payne, M.	"
McTavish, John	"	Payne, Geo. F.	"
McClatchie, A.	1868	Platt, Mrs. G. D.	"
McCullough, Henry	"	Pearce, Thomas	1873
McKellar, Hugh	"	Palmer, Charles	"
McKinnon, Neil	1884	Phillips, T. D.	1875
McElroy, James	1885	Purslow, Adam	1876
McKinnon, N. D.	"	Powell, Geo. K.	1877
McFarlen, Geo.	"	Price, Robert	1878
McMaster, R. H.	"	Parker, Thomas	1879
McKeown, William	1886	Petch, John	"
McMillan, D.	"	Parker, H. G.	1880
		Parlow, Edwin D.	1882
Nelles, W. W.	1866	Petrie, Alexander	"
Nelles, S. S.	1869	Pearson, W. P.	1883
Norman, R. A.	1871	Pomeroy, J. C.	1884
Nethercott, S.	1877	Passmore, A. D.	1886
Nattress, W.	1878	Preston, S. L.	1884
Neilly, William	1879		
Newcombe, C. K.	1882	Reazin, Henry	1866
Nichols, W. M.	1884	Reid, George	1867
Naira, D. vid.	1886	Robinson, John G.	"
Norton, W. E.	"	Reynolds, T. N.	"
		Rennick, Walter	"
Ormiston, Willam	1865	Ross, Robert	"
Ormiston, David	1866	Ross, Catharine, M.	"
O'Meara, J. D.	1873	Ross, W. D.	1868

NAME.	DATE.	NAME.	DATE.
Robertson, Simon.....	1871	Smyth, M.....	1877
Rogers, Maggie.....	"	Smyth, T. H.....	"
Riddell, Elizabeth.....	1872	Sangster, Charles.....	"
Robinson, Templeton C.....	"	Steel, T. A.....	1878
Robinson, M. C.....	"	Shiaren, Andrew.....	"
Robinson, A. M.....	"	Shortt, W. K.....	"
Rae, Alexander.....	"	Smith, L. C.....	"
Richardson, Joseph.....	"	Smith, James.....	"
Reid, William K.....	1873	Spence, May F.....	"
Ross, Geo. W.....	"	Sutherland, E. W.....	"
Rannie, William.....	"	Smirle, A.....	1880
Round, Georgnia.....	"	Shields, A. M.....	"
Rowland, Kate.....	"	Smith, D. E.....	"
Rose, M. J.....	1874	Sneath, Geo. E.....	1882
Rose, Geo.....	1875	Stevenson, A.....	1883
Rothwell,.....	1876	Sanderson, Amy.....	"
Robertson, W. J.....	"	Smith, D. E.....	"
Raine, John.....	1877	Smellie, W. K. T.....	"
Robinson, Geo. H.....	"	Sine, G. W.....	"
Rowatt, J. S.....	1879	Squair, J.....	1886
Reid, Joseph.....	1881	Sinclair, D. N.....	1884
Ritchie, David F.....	1882	Sinclair, S. B.....	1885
Riddell, G. W.....	1883	Spence, John.....	"
Ramage, C.....	1884	Sanderson, R.....	1886
Row, R. K.....	1885	Smith, J. W.....	"
		Slater, J. T.....	"
Spotton, William.....	1872	Shaw, J. W.....	"
Spence, F. S.....	"	Scott, William.....	"
Summerby, W. J.....	"	Scott, Richard W.....	1866
Stewart, Duncan A.....	"	Scarlett, Edward.....	"
Shaw, John.....	1873	Seath, John.....	1865
Sullivan, Dion C.....	"	Smith, Thomas.....	1867
Slack, H. S.....	"	Sipprell, F. J.....	"
Sims, Bertha.....	1874	Spafford, J. E.....	"
Scott, H. S.....	"	Simpson, John W.....	"
Steel, A. S.....	"	Shearer, Andrew.....	"
Spotton, H. B.....	"	Shaw, John.....	"
Scarlett, Kate A.....	"	Strancho, Geo.....	"
Smith, Goldwin.....	1875	Smith, John D.....	1868
Sims, Florence.....	"	Suddaby, Jeremiah.....	"
Switzer, P. A.....	"	Sargent, W. J.....	"
Scarlett, E. S. G.....	"	Smith, Mary.....	"
Sutherland, H.....	1876	Smith, Barbara.....	"
Staunton, M. H.....	"	Smith, Annie.....	"
Shaw, Geo.....	"	Somerville, Eliza.....	"
Sykes, Charlotte E.....	1877	Scott, Alexander.....	1869
Smyth J.....	"	Scallion, J. W.....	"

LIST OF MEMBERS.

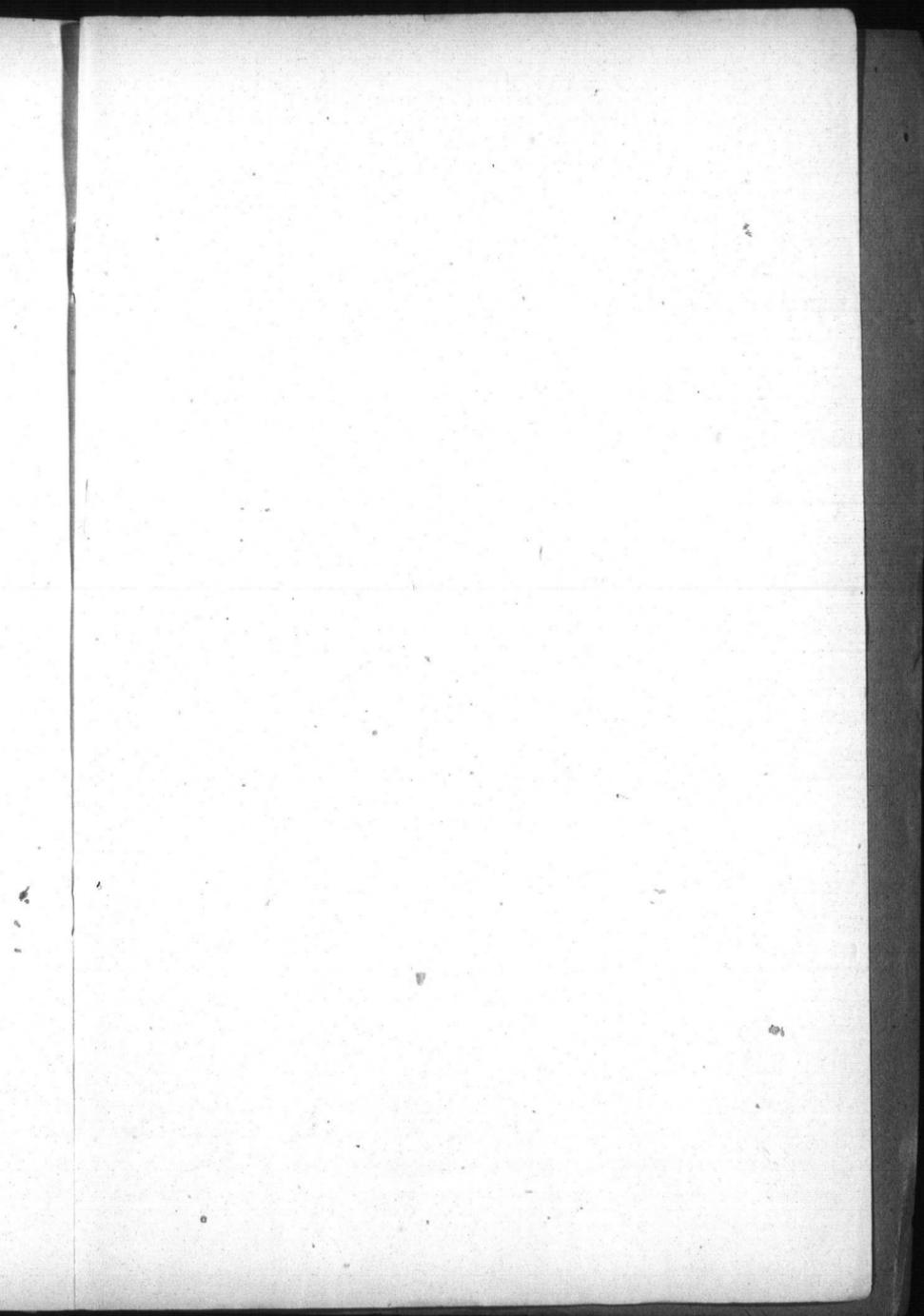
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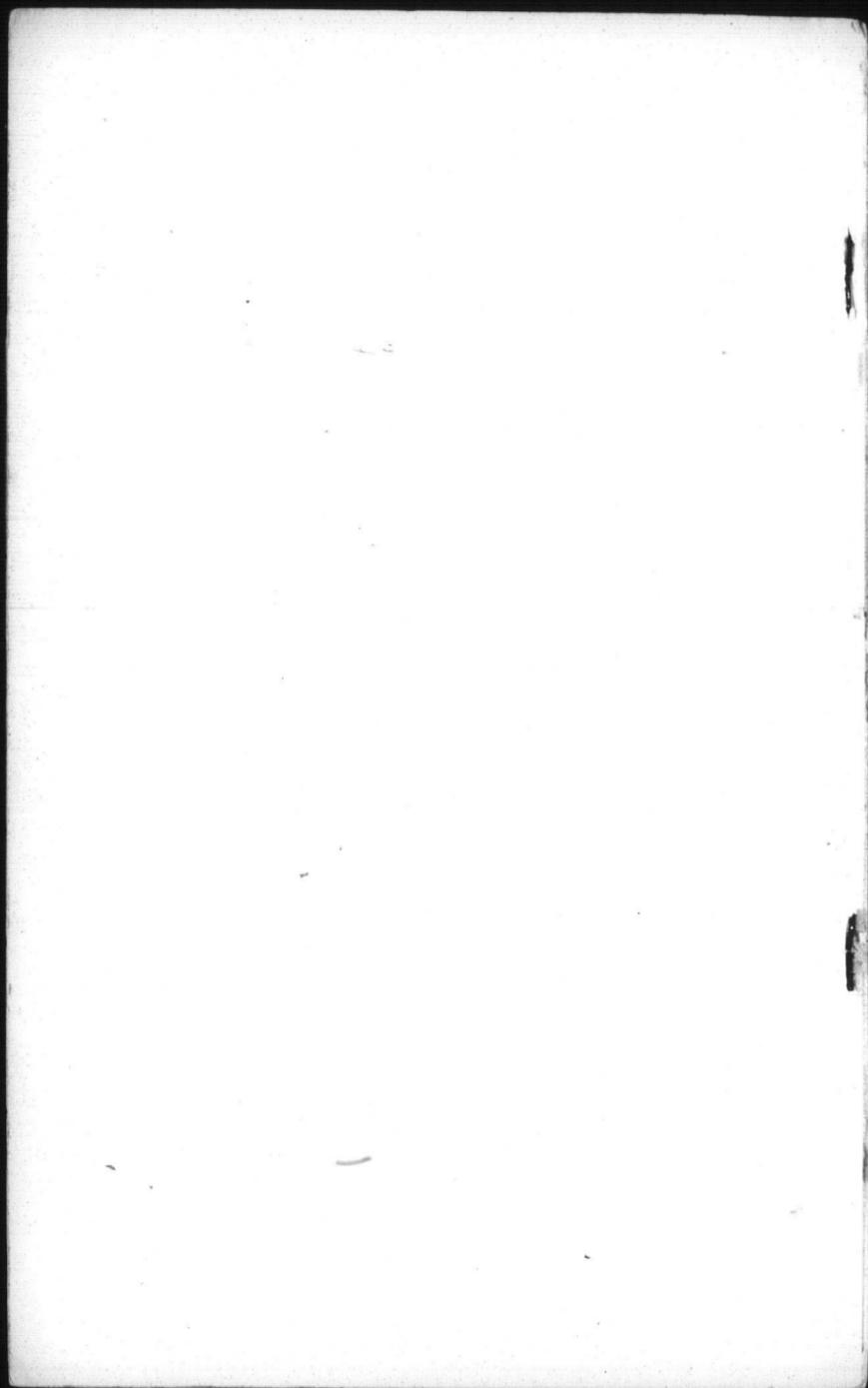
NAME.	DATE.	NAME.	DATE.
Strattan, James.....	1870	Watson, William.....	1866
Strang, Hugh J.....	"	Woodward, Geo. W.....	1867
Spence, Percival L.....	"	Wallace, John.....	"
Sovereign, Charles.....	"	Watt, Robert.....	"
Somerset, Jno. B.....	1872	Warner, James.....	"
Stuart, James.....	"	Whitcomb, H. L.....	"
Smith, J. H.....	"	Williamson, A. G.....	"
		Watt, Robert.....	1868
		Williamson, J. A. G.....	1869
Telford, W. R.....	1866	Williams, Daniel.....	"
Tamblyn, W. W.....	1867	Wark, Alexander.....	"
Thompson, Samuel.....	"	Woods, Samuel.....	1871
Tench, Miss.....	1868	Webster, W. C.....	"
Thompson, J. R. J.....	"	Wilkinson, William.....	"
Treadgold, Wm.....	1869	Wells, M. A.....	"
Treadgold, Geo.....	"	Wood, J. T.....	1872
Tonkin, E. A.....	1870	Warburton, W.....	"
Tuttle, Alice M.....	"	Walker, E. A.....	"
Thompson, C. E.....	1872	Wallace, E.....	1873
Thompson, H.....	"	Wightman, John R.....	"
Templeton, Sarah.....	"	Wadsworth, James J.....	"
Trout, Alexander.....	"	Wismer, J. A.....	1874
Turnbull, I.....	1873	Woodward, W. A.....	"
Tilley, W. E.....	"	Williams, William.....	1875
Thautel, T.....	1875	White, T. M.....	1876
Thomas, H. A.....	"	Wilson, John.....	1877
Thorburn, James.....	1874	Walker, E. A.....	1876
Tilley, J. J.....	"	Watkin, Charles.....	"
Thompson, M.....	"	Wark, A.....	"
Taylor, A.....	"	Wallace, Mary.....	1877
Tassie, William.....	1877	Wallace, Bella.....	"
Thompson, Geo.....	1879	Westman, N. A.....	"
Tait, John.....	1878	West, W. R.....	"
Taylor, A. M.....	1880	Wood, F.....	1878
Tanner, R. J.....	1881	Wylie, Mrs. M. J.....	1879
Tom, J.....	1886	Wylie, Douglas.....	"
Talbot, T.....	1884	Wylie, William.....	"
		White, Thomas.....	1881
Unsworth, Richard.....	1873	Willis, Robert.....	1882
Unger, E. J.....	1882	Worrell, Clark.....	"
		Wilson, Jno. B.....	"
Vivian, Richard.....	1867	Wright, Geo. S.....	1884
Van Slyke, G. W.....	1876	Weir, A.....	1885
Ventress, A. E.....	1884	Wetherell, J. E.....	"
		Wright, A. W.....	1886
Wickson, Arthur.....	1865	White, J. F.....	"

LIST OF MEMBERS.

NAME.	DATE.	NAME.	DATE.
Wallace, R.....	1884	Young, Jas. B.	1870
Wallace, J.....	1886	Youmans, James A.....	"
Young, J. W.....	1867	Young, George Paxton.....	1873
Young, Geo.	"	Young, P. W.	1878
Young, W. J.	"	Youmans, J. R.....	187
Young, Robert	1869	Young, L. G.....	"
		Young, Thomas T.	1883







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2	North America	67	"	52	"	4 50
3	South America	67	"	52	"	4 50
4	Europe	67	"	52	"	4 50
5	Asia	67	"	52	"	4 50
6	Africa	67	"	52	"	4 50
7	Australia and New Zealand	67	"	52	"	4 50
8	Palestine.....	67	"	52	"	4 50
9	British Islands	67	"	52	"	4 50
10	The World on Mercator's Projection	67	"	52	"	4 50
11	United States	81	"	52	"	6 00
12	The Dominion of Canada	81	"	52	"	6 00
13	Ontario	67	"	52	"	4 50
14	Ontario.—Railway Map.....	43	"	33	"	3 00
15	Quebec	67	"	52	"	4 50
16	New Brunswick	67	"	52	"	4 50
17	Nova Scotia and Prince Edward Island.....	67	"	52	"	4 50

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- T. M. HARDIE, B.A., Toronto University.**—*Zoology, &c.*
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