MINUTES

OF THE

TWENTY-FOURTH ANNUAL CONVENTION

OF THE

ONTARIO TEACHERS' ASSOCIATION,

HELD IN THE

PUBLIC HALL OF THE EDUCATION DEPARTMENT, TORONTO,

AUGUST 12th, 13th, and 14th, 1884.

TORONTO:
C. BLACKETT ROBINSON, PRINTER, 5 JORDAN STREET.
1884.

TORONTO SCHOOL OF MEDICINE.

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

WM. T. AIKINS, M.D., LL.D., Consulting Surgeon to the Toronto General Hospital, Surgeon to the Central Prison, Consulting Surgeon to the Children's Hospital—Lecturer on Principles and Practice of Surgery and Clinical Surgery. —282 Jarvis Street.

H. H. WRIGHT, M.D., L.C.P. & S.U.C., Consulting Physician to the Toronto General Hospital and the Children's Hospital—Lecturer on Principles and Practice of Medicine and Clinical Medicine, Secretary of the Faculty.—Corner Sherbourne and Gerrard Streets.

J. H. RICHARDSON, M.D., M.R.C.S., ENG., Consulting Surgeon to Toronto General Hospital, and Surgeon to Toronto Gaol—Lecturer on Descriptive Anatomy.—46 St. Joseph Street.

UZZIEL OGDEN, M.D., Specialist in Midwifery to the Toronto General Hospital, Consulting Surgeon to the Children's Hospital, Physician to the House of Industry, Protestant Orphan's Home, and Home for Incurables—Lecturer on Midwifery and Diseases of Women and Children.—18 Carlton Street.

JAMES THORBURN, M.D., Edin. and Toronto Univ., Surgeon to the Toronto General Hospital and Boys' Home, Consulting Surgeon to the Children's Hospital—Lecturer on Materia Medica and Therapeutics.—Corner Wellington and York Streets.

M. BARRETT, M.A., M.D., Medical Officer to Upper Canada College, and Lecturer on Physiology, Ontario College of Veterinary Medicine—Lecturer on Physiology. 204 Simcoe Street.

W. W. OGDEN, M.B., Physician to the Toronto Dispensary—Adjunct Lecturer in Midwifery, and Lecturer on Medical Jurisprudence and Toxicology.—170 Spadina Avenue.

M. H. AIKINS, B.A., M.B., M.R.C.S., Eng.—Adjunct Lecturer on Surgery, and Lecturer on Primary Anatomy.—Burnamthorpe.

W. OLDRIGHT, M.A., M.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 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. Aikins, 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, 1884-1885.

President:

JAMES A. McLELLAN, Toronto.

Recording Secretary:
ROBERT W. DOAN, Toronto.

Corresponding Secretary:
D. H. HUNTER, Waterdown.

Treasurer:

W. J. HENDRY, Toronto.

HIGH SCHOOL SECTION.

Chairman - - - - - - - A. Pubslow, Port Hope.
Secretary - - - - - - - F. W. Merchant, Ingersoll.

Directors:

Messrs. H. I. Strang, Goderich; L. E. Embree, Whitby; A. MacMurchy, Toronto; J. Millar, St. Thomas; Robert Alexander, Galt.

PUBLIC SCHOOL SECTION.

Chairman - - - - - - - James Munro, Ottawa.
Secretary - - - - - - - F. C. Powell, Kincardine.

Directors:

Messrs. F. Wood, Bradford; T. O. Steele, Barrie; Jno. Dearness, London; J. S. Deacon, Ingersoll; R. Coates, Burlington.

PUBLIC SCHOOL INSPECTORS' SECTION.

Chairman - - - - - - - A. Campbell, Kincardine.
Secretary - - - - - - - F. H. Michell, Perth.

Directors:

Messrs. D. Fotheringham, Aurora; D. J. McKinnon, Brampton; D. P. Clapp, Harriston; D. H. Hunter, Waterdown.

LEGISLATIVE COMMITTEE:

Messrs. D. A. Maxwell, Amherstburg; J. H. Smith, Ancaster; Robert Little, Acton; R. W. Doan, S. McAllister, W. J. Hendry, Toronto; John Seath, St. Catharines; John E. Bryant, Galt; and J. E. Wetherell, Strathroy.

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MINUTES

OF THE

TWENTY-FOURTH ANNUAL CONVENTION

OF THE

ONTARIO TEACHERS' ASSOCIATION

Held in the Public Hall of the Education Department, Toronto, on the 12th, 13th and 14th days of August, 1884.

TUESDAY, August 12th, 1884.

The Convention met at 11 a.m.

The President, Hon. G. W. Ross, in the chair.

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

Moved by Mr. James L. Hughes, seconded by Mr. D. A. Maxwell, That as the Minutes of last Convention have been printed and placed in the hands of members, they be considered as read and adopted.—*Carried.*

Moved by Mr. A. Campbell, seconded by Mr. R. W. Doan, That Mr. J. H. Smith be appointed Minute Secretary.—*Carried.*

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

Moved by Mr. W. J. Hendry, seconded by Mr. A. MacMurchy, That the Report be received and referred to an auditing committee, composed of Messrs. S. McAllister, A. Campbell and R. McQueen. —*Carried.*

The Convention then adjourned.

AFTERNOON SESSION.

The Convention assembled at 2.05 p.m.

The President in the chair.

The Minutes of the forenoon session were read and confirmed.

Mr. James L. Hughes was then introduced, and read a paper on "Industrial Education."

An interesting and profitable discussion followed, in which Messrs. Payne, Mulvaney, Steele, Suddaby, Powell, Dr. Forrest, Tamblyn,

Pomeroy, Gordon, Miller, McIntosh, McBrien, Fotheringham and Dearness took part.

Moved by Mr. J. R. Miller, seconded by Mr. William McIntosh, That the thanks of this Association be and are hereby tendered to Mr. Hughes for his very excellent address on "Industrial Education."—*Carried.*

Moved by Mr. James L. Hughes, seconded by the Rev. James Gordon, That the address read on "Industrial Education" be referred to a committee consisting of Messrs. McHenry, Suddaby, Fotheringham and the mover, with a request that they prepare resolutions based upon it, and submit them to this Association at a future session.—*Carried.*

Mr. Wm. McIntosh was then introduced, and gave an excellent and practical address upon "Increased Legislative Aid to Public Schools."

The following persons took part in the discussion: Messrs. Dearness, Miller (Goderich), Scarlett, Clapp, McAllister, McBrien, McKinnon (Markham), Millar (St. Thomas), Smith, Fotheringham, MacMurchy, Dr. Carlyle, Deacon and Powell.

Moved by Mr. A. Campbell, seconded by Mr. McKinnon (Markham), That in the opinion of this Association the Legislative and Municipal Grants should be apportioned upon the basis of local effort, as shown by the rate in the dollar levied for ordinary School expenses, and by the grade of certificate of the teacher employed, and by the character of the School accommodation.—*Lost.*

Moved in amendment by Mr. W. McIntosh, seconded by Mr. J. R. Miller, That this Association is of the decided opinion that the Legislative Grant to Public Schools should be largely increased; that the question, however, be referred to a committee composed of Messrs. Dearness, Fotheringham, Burrows, McKee (Muskoka), J. R. Miller, McKinnon (Peel), Brown and the mover, to report in detail upon the best mode of apportioning the Public School Grants.—*Carried.*

The Convention then adjourned.

Evening Session.

The Convention assembled at 8.15 p.m.

The President in the chair.

The Minutes of the afternoon session were read and confirmed.

Hon. G. W. Ross then delivered an address on the "Requisites of a Public School Programme."

Moved by Mr. D. Fotheringham, seconded by Mr. A. MacMurchy, That this Association desires to express its high appreciation of the very able and eloquent address delivered by the Honourable the Minister of Education, and hereby tenders him a most cordial and hearty vote of thanks.—*Carried.*

Reports respecting County Associations were received from

Mr. T. J. Murphy	Middlesex	Representing	120	Members.
" Sinclair	E. Lambton	"	98	"
" Baird	W. Huron	"	85	"
" F. C. Powell	Bruce	"	80	"
" D. A. Maxwell	E. Essex	"	70	"
" Chadwick	Perth	"	200	"
" Payne	Algoma	"	30	"
" McRae	Waterloo	"	40	"
" J. H. Smith	Wentworth	"	105	"
" J. H. Smith	Hamilton	"	115	"
" D. P. Clapp	N. Wellington	"	103	"
" C. Ramage	S. Grey	"	100	"
" D. Fotheringham	N. York	"	80	"
" T. O. Steele	N. Simcoe	"	50	"
" Henstridge	Frontenac	"	140	"

The Convention then adjourned.

WEDNESDAY—AFTERNOON SESSION.

The Convention assembled at 2 p.m.

The President in the chair.

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

The Minutes of the former session were read and confirmed.

A communication on Scientific Temperance Instruction was received from the Woman's Temperance Christian Union of Ontario, and read.

On motion of Dr. Kelly, seconded by Mr. E. Scarlett, this communication was referred to a committee consisting of Messrs. Scarlett, Steele, Alexander and Dr. Carlyle, to report upon at some future session of this Convention.

Mr. G. W. Johnston, of Hamilton, read a paper on "How Best to Secure the Permanence, and to Increase the Efficiency of County Model Schools."

A discussion followed, which was taken part in by Messrs. McBrien, Wilmot, Munro, F. C. Powell, Chadwick and Dr. Kelly.

Mr. F H. Michell read a paper on "The Status and Value of Third Class Certificates."

The discussion on this subject was participated in by Messrs. Alexander, Dearness, Carlyle, Smith, Hughes, McBrien, McIntosh, Clendenning, Morgan and Nichol.

Moved by Mr. R. Alexander, seconded by Mr. J. L. Hughes, That the thanks of this Convention be and are hereby tendered to Mr. F. H. Michell for his carefully prepared and instructive paper. —*Carried.*

The Special Committee on the method of distributing the School Fund reported as follows:—

1. That the amount of Legislative Grant to Public Schools be largely increased.

2. That a part of each Grant (say one-half) be divided equally among all the School Sections in the municipality, and that for the purposes of this section each additional department counts as one-half of a School, in making this division.

3. That the balance of the Legislative Grant (say one-half) be apportioned on the basis of the *rates of taxation* in the several School Sections for the previous year, and that the balance of the Municipal Grant be appropriated on the basis of average attendance for the whole year.

All of which is respectfully submitted.

J. DEARNESS, *Chairman.*

Moved by Mr. D. Fotheringham, seconded by Mr. D. P. Clapp, That the Report be adopted.—*Carried.*

The Convention then adjourned.

WEDNESDAY—EVENING SESSION.

The Convention assembled at 8.10 p.m.

The President in the chair.

The Minutes of the former session were read and confirmed.

The President then introduced the Reverend Principal Grant, of Queen's College, Kingston, who gave an address upon "Some Popular Fallacies with Regard to Education."

Moved by Mr. A. MacMurchy, seconded by Mr. J. Miller, That the thanks of this Association be and are hereby most cordially tendered to the Reverend Principal Grant for his suggestive and thoughtful address.—*Carried.*

The Hon. G. W. Ross, as Minister of Education, in a few happy remarks presented the gold medal awarded to Mr. W. H. Davis, a student of the Ottawa Normal School, for general proficiency, as determined by the student's application during the session, and by the results of the final examinations.

The Convention then adjourned.

THURSDAY—AFTERNOON SESSION.

The Convention met at 2.10 p.m.

The President in the chair.

Mr. Duncan conducted the devotional exercises.

The Minutes of the former session were read and confirmed.

The Committee on Temperance submitted their report as follows:—

Your Committee having duly considered the suggestions and recommendations contained in the circular addressed to this Association by Miss Orchard, of Owen Sound, Secretary of the W. T. C. Union for Ontario, beg to report that the matters referred to therein have been for some time, and are still, we believe, under the consideration of the Education Department; that, when finally settled, they will, we have no doubt, be found satisfactory to all concerned.

E. SCARLETT, *Chairman.*

Moved by Dr. Kelly, seconded by Dr. Carlyle, that the Report be adopted.—*Carried.*

The report of the Finance Committee was then presented:—

TORONTO, August 13th, 1884.

The Audit Committee beg leave to report that they have examined the Treasurer's accounts, and find them carefully and correctly kept. The report which he presented gives a correct statement of the receipts and disbursements during the past year, as shown by the vouchers examined.

All of which is respectfully submitted.

S. MCALLISTER,
A. CAMPBELL,
R. MCQUEEN,
} *Auditing Committee.*

On motion, the Report of the Finance Committee was adopted.

The Secretary read the Report of the Executive Committee, nominating the officers for the ensuing year:—

President, - - -	MR. J. H. SMITH, Ancaster.
Recording Secretary, -	MR. R. W. DOAN, Toronto.
Corresponding Secretary, -	MR. D. H. HUNTER, Waterdown.
Treasurer, - - - -	MR. W. J. HENDRY, Toronto.

Moved by Mr. F. H. Michell, seconded by Mr. J. Suddaby, That the report of the Executive Committee be taken up clause by clause.—*Carried.*

Moved by Mr. J. Suddaby, seconded by Mr. W. M. Tamblyn, That the Report of the Executive Committee be amended, striking out the name of Mr. J. H. Smith, and substituting therefor the name of Mr. J. L. Hughes.

Moved in amendment to the amendment by Mr. A. Smirle, seconded by Mr. D. C. Sullivan, that Dr. J. A. McLellan's name be substituted for that of Mr. Smith.

At Mr. J. L. Hughes' request the amendment was withdrawn.

It was moved by Mr. J. L. Hughes, seconded by Mr. A. B. Ventriss, That the vote be by ballot, and that Messrs. A. Campbell and J. E. Bryant be scrutineers.—*Carried.*

The ballot was passed, and when taken was found and declared in favour of Dr. McLellan.

Moved by Mr. F. H. Michell, seconded by Mr. D. C. Sullivan, That the report as amended be adopted.—*Carried.*

Moved by Mr. J. Dearness, seconded by Mr. R. Coates, That a committee, consisting of Messrs. MacMurchy, Alexander and D. J. McKinnon, be appointed, to report next year on the consolidation of the Constitution and By-laws of this Association, and also the amendment of them so far as they relate to the election of officers; and the Secretary is hereby instructed to furnish said committee all the information in his possession in regard to said Constitution and By-laws. —*Carried.*

Moved by Mr. J. H. Smith, seconded by Mr. W. Carlyle, That the Executive Committee be instructed to change the place of meeting of this Association, next year, to Grimsby, if in their opinion it is considered advisable.—*Lost.*

Col. F. W. Parker addressed the Association on "Reading and Literature."

The Report of the Committee on Industrial Drawing was presented by Mr. James L. Hughes :—

To the Ontario Teachers' Association :

Gentlemen,—The Special Committee appointed to consider the address on Industrial Education, beg leave to report as follows :—

That Industrial Drawing be made compulsory in Public and High Schools, and that the marks in Drawing be taken into account, the same as those in other subjects, at the Entrance Examination to High Schools.

That so far as practicable industrial occupations of an appropriate character should be introduced into Public Schools, especially in the junior classes, and that the Hon. Minister of Education be requested to provide for such training in connection with the Normal and Model Schools, as a means of training the hands of children, and chiefly for the purpose of developing their intellectual faculties.

Moved by Mr. James L. Hughes, seconded by Mr. J. Suddaby, That the report be adopted.—*Carried.*

Moved by Mr. T. Burrows, seconded by Mr. J. H. Smith, That the Secretary be instructed to furnish each member of the Association with a copy of the published Minutes of this meeting.—*Carried.*

Mr. William Carlyle read a paper on Uniformity of Text Books.

Moved by Mr. R. Alexander, seconded by Mr. A. O. Graham, That the thanks of this Association be tendered to Mr. Carlyle for his excellent address.—*Carried.*

Mr. Archibald P. Knight read a paper on University Consolidation and Increased Aid to Colleges.

Moved by Mr. John Miller, seconded by Mr. W. S. Clendenning,

That the thanks of this Association be and are hereby tendered to Mr. Knight for his instructive paper.—*Carried.*

Thursday—Evening Session.

The Convention was opened at 8.10 p.m.

The President in the chair.

The Minutes of the last session were read and confirmed.

Col. F. W. Parker, of Normal Park, Illinois, addressed the Convention on "The Conflict of Two Ideals in Education."

Moved by Mr. J. L. Hughes, seconded by Dr. James Carlyle, That a most hearty and cordial vote of thanks be tendered to Col. Parker for his eloquent address.—*Carried.*

Moved by Mr. R. Alexander, seconded by Mr. A. Campbell, That the County delegates be now given an opportunity to report the action of their Associations on the subject of "A Minister of Education *vs.* a Chief Superintendent of Education and a Council of Public Instruction."

Reports were received from a number of Local Associations, including Halton, East and West Bruce, Stormont, South Grey, Wentworth, Essex, Frontenac, South Wellington, Prince Edward, West Huron and Toronto.

Moved by Mr. Strang, seconded by Mr. MacMurchy, That, in view of the change that has taken place since the subject "A Minister of Education *vs.* Chief Superintendent of Education" was brought before the Association, and the general feeling among teachers, as shown by the reports of delegates, that the new Minister of Education should have a fair trial, it is inexpedient to discuss the matter further at present; but that, in the opinion of this Association, it is desirable that the head of the Education Department, whether Minister or Chief Superintendent, should have a regularly constituted body of advisers, representative in character, and with specific duties assigned them by Statute.

Moved in amendment by Mr. R. Alexander, seconded by Mr. A. Campbell, That all the words after "at present" be omitted.—*Carried.*

Moved by Mr. MacMurchy, seconded by Mr. Scarlett, That a committee, consisting of Messrs. Doan, Wadsworth and the mover, be appointed to urge upon the Government the views of this Association in regard to the use of the Bible in the Public Schools, as expressed in the resolution of last year.—*Carried.*

It was *Resolved*, That Mr. A. MacMurchy, Rector Collegiate Institute, Toronto, be requested to prepare obituary notices of Messrs. Archibald Dewar and A. F. Butler, late members of this Association, for insertion in the Minutes of this Convention.

Moved by Mr. R. Alexander, seconded by Mr. Munro, That the

thanks of this Association be tendered to the Hon. G. W. Ross for his services as President during the past year.—*Carried.*

Moved by Mr. John Johnson, seconded by Mr. J. Dearness, That the thanks of this Association are hereby tendered to the publishers of the daily newspapers for their full and accurate reports of the meetings; to the passenger agents of the railways, for their reduced rates for tickets allowed to members in attendance here; and to the Minister of Education for his kindness in allowing the Association the use of the rooms in the Education Department.—*Carried.*

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

MINUTES OF PUBLIC SCHOOL SECTION.

AUGUST 12th, 1884.

The first meeting of the Public School Section of the Provincial Teachers' Association was held in the Public Hall, Education Department, beginning at 11.40 a.m.

The meeting was called to order by Mr. Jas. Duncan, the Chairman of the Section.

About thirty teachers were present.

The Minutes of the meetings held in August, 1883, were read and confirmed.

Mr. S. McAllister gave notice of a motion respecting proposed changes in the method of granting Third Class Non-Professional Certificates.

The Section decided that, provided time permit, Mr. McAllister be allowed to move the resolution of which he gave notice.

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

SECOND DAY.

AUGUST 13th, 1884.

The Section met in the Education Hall, at 9 a.m.

A large number of teachers was in attendance.

Mr. R. McQueen opened the business by reading a portion of Scripture and engaging in prayer.

Mr. Jas. Duncan, of Windsor, occupied the chair.

The Minutes of the last meeting were read and confirmed.

Mr. Duncan called Mr. Alexander, of Galt, to the chair, and then gave his paper on "Our Profession from an Experience of Thirty-two Years."

Mr. R. W. Doan moved, seconded by Mr. Jno. Munro, That the hearty thanks of the Section be tendered to Mr. Duncan for his interesting paper.—*Carried.*

Mr. Jno. Campbell, of Toronto, read a paper on the Superannuation Fund. A long discussion followed, in which the following teachers engaged: Messrs. R. W. Doan, R. Wallace, D. Boyle, T. J. Murphy, A. Petrie, R. Alexander, F. C. Powell, T. O. Steele, L. J. Clarke, A. C. Graham, C. S. Chadwick, R. McQueen, W. Rannie, H. Husband, W. McKinnon.

Moved by Mr. James Bowerman, seconded by Mr. Lindsay, That, in the opinion of this section of the Ontario Teachers' Association, the Superannuation Fund should *not* be abolished, but should, in the interest of the profession, be continued in some efficient form.

The discussion was resumed by Messrs. Geo. Lindsay and R. H. Cowley.

Mr. James Munro moved, in amendment to Mr. Bowerman's resolution, seconded by Mr. P. Talbot, That, in the opinion of the Public School Section, the Superannuation Fund should remain as it is at present, so far as it affects those now superannuated or those now in the profession who wish to have the fund continued; but for those entering the profession from this time the fund shall be abolished, and that the money paid in with interest be refunded to those in the profession who have paid and do not wish to continue the fund.

The discussion was again resumed by Messrs. Jas. Duncan, Geo. Baird, sen'r, Jas. Bowerman and T. J. Murphy. Mr. Jno. Campbell, the reader of the paper, then closed the discussion.

The Chairman then put the amendment and the motion. The amendment was lost and the motion carried.

Mr. R. Alexander moved, seconded by Mr. Jas. Bowerman, That Messrs. T. J. Murphy, T. O. Steele, R. Coates, be a committee to examine the forms connected with the application of candidates to be placed on the Superannuation Fund, and suggest any amendments they think necessary to make these forms acceptable to the profession.—*Carried.*

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

THIRD DAY.

AUGUST 14th, 1884.

The Section met on Thursday, at 9 a.m., in the Education Hall.

Mr. Geo. Lindsay opened the business by engaging in religious exercises.

Mr. Jas. Duncan occupied the chair.

The Secretary read a communication from Dr. Forrest, asking for permission to exhibit before the Section, his "contrivance for word-building."

On motion of Mr. R. Alexander, seconded by Mr. Jas. Bowerman, it was resolved to allow Dr. Forrest thirty minutes to illustrate his model word-builder; the time given to commence at 11.45 a.m.

On motion of Mr. R. Alexander, seconded by Mr. F. C. Powell, it was decided that the election of officers should take place at 11.15 a.m.

Moved by Mr. Geo. Baird, sen'r, seconded by Mr. W. G. Duff, That, in the opinion of the Public School Section, the holidays in rural districts should be six weeks by departmental regulation, instead of being as at present, optional with trustees.—*Carried.*

Mr. T. J. Murphy presented the report of the Committee on forms of application to be signed by teachers receiving aid from Superannuation Fund.

The report recommended that form No. 3 be dispensed with altogether, or, if retained, that clause No. 2 be expunged.

The report was adopted on motion of Mr. R. Alexander, seconded by Mr. R. McQueen.

Mr. F. C. Powell read a paper entitled "A Plea for Reading and Writing in Our Schools."

On motion of Mr. T. O. Steele, seconded by Mr. D. Barber, Mr. Powell was tendered the thanks of the Section.

A discussion on the points raised in Mr. Powell's paper followed by Messrs. J. Munro, C. B. Linton, Jno. Campbell, W. G. Duff, James S. Deacon, J. A. Gardiner and others.

Moved by Mr. R. Alexander, seconded by Mr. T. O. Steele, That Reading, Writing and Spelling be given more marks at the High School Entrance Examination.—*Carried.*

Moved by Mr. G. W. Duff, seconded by Mr. Geo. Baird, (1) That, in the opinion of the Public School Section, the History for the High School Entrance Examination is too extensive; (2) That it would be preferable to make Canadian History and one period of English History, to be set from time to time by the Department, the History for the Entrance Examination.—*Carried.*

Mr. R. Alexander gave an address upon "Advancing Certificates from Grade to Grade on Experience," and, in conclusion, moved, seconded by Mr. Geo. Lindsay, That, in the opinion of the Public School Section, the action of the Hon. the Minister of Education, in recognizing and placing a high value on the professional success of candidates for re-examination for Third Class Certificates, is calculated to foster and promote that most essential part of a teacher's qualification, and that this recognition of the value and importance

of successful work in the school-room should be extended to the higher classes of certificates, so as to make it possible for a teacher, through success in teaching, to raise his certificate from one grade to another in that class to which it belongs.

A discussion followed, which was engaged in by Messrs. R. Alexander, Jno. Campbell, A. Barber, S. C. Chadwick, Jas. Munro, A. C. Graham, H. Gray and others.

Mr. A. Barber moved, in amendment to Mr. Alexander's resolution, seconded by Mr. H. Gray, That, in the opinion of the Public School Section, the Professional and Non-Professional Certificates of teachers should be entirely separate, that, while certificates in the non-professional work should be given only upon the results of literary and scientific examinations as to all the grades, the professional should be made to depend largely on professional experience; so that a teacher might become a First Class teacher of the second grade, etc., through the entire grades.

After a short discussion the amendment was voted on and lost, and the motion put and carried.

The election of officers was then proceeded with and resulted as follows:—Chairman, Mr. James Munro, Ottawa; Secretary, F. C. Powell, Kincardine; Directors, Messrs. F. Wood, Bradford; T. O. Steele, Barrie; Inspector Dearness, London; J. S. Deacon, Ingersoll; R. Coates, Burlington; Legislative Committee, Messrs. R. W. Doan, W. J. Hendry, Toronto, and W. Rannie, Newmarket.

Moved by Mr. S. McAllister, seconded by Mr. S. C. Chadwick, That, in the opinion of the Public School Section, while it may be desirable to limit the validity of Third Class Certificates to counties, it would be detrimental to the best interests of Public School education to adopt the backward step of relegating the Non-Professional Examination to County Boards.

After a short discussion Mr. R. W. Doan moved, seconded by Mr. A. C. Graham, That the matter of Third Class Certificates referred to in Mr. S. McAllister's resolution be postponed.—*Carried.*

Dr. Forrest explained and illustrated the use of his word-builder.

Moved by Mr. T. O. Steele, seconded by Mr. C. Rannage, That the thanks of the Section be tendered Dr. Forrest, of Bradford, for illustrations of the use of his word-builder.—*Carried.*

The Section then adjourned.

JAMES DUNCAN,
Chairman.

F. C. POWELL,
Secretary.

MINUTES OF THE HIGH SCHOOL SECTION.

AUGUST 12th, 1884.

The High School Section met in the Library at 11.30 o'clock, a.m.

The following members were present:—D. McKay, A. Andrews, L. E. Embree, A. B. Ventress, A. G. McKay, D. M. Grant, J. S. Jamison, R. K. Orr, A. MacMurchy, J. Turnbull, J. Millar, D. H. Hunter, J. P. Hall, A. Stevenson, D. C. McHenry, J. C. Harstone, F. W. Merchant.

On motion of Mr. Embree, seconded by Mr. Turnbull, Mr. MacMurchy was appointed Chairman, *pro tem.*

On motion of Mr. Embree, seconded by Mr. Harstone, Mr. F. W. Merchant was elected Secretary.

Moved by Mr. McHenry, and seconded by Mr. Millar, That the subject High School Graduation be given a place on our programme for discussion in this Section, the subject to be taken up at our meeting on Thursday morning.—*Carried.*

The Section adjourned to meet in the same place at 9 o'clock on Wednesday morning.

AUGUST 13th, 1884.

The High School Section met in the Library, at 9 o'clock, a.m. Mr. H. I. Strang, Chairman, presiding.

Members present:—M. Ferguson, A. G. McKay, J. W. Connor, S. Hughes, W. W. Tamblyn, J. E. Wetherell, C. L. Crasweller, J. Bryant, D. Hunter, L. E. Embree, H. I. Strang, A. Stevenson, D. M. Grant, J. S. Jamison, A. B. Ventress, A. Andrews, J. Turnbull, A. G. Henderson, J. C. Harstone, D. E. Smith, D. McKay, William Forrest, A. MacMurchy, D. C. McHenry, J. Seath, F. W. Merchant.

Minutes of last meeting read and confirmed.

Mr. Bryant read a paper on A Commercial Department in High Schools and Collegiate Institutes.

A discussion followed in which Messrs. Hunter, Hughes, Merchant, MacMurchy, Tamblyn, Hall, McHenry, Ventress, Orr, Forrest, Ellis, Seath and Wetherell took part.

Moved by Mr. Connor, seconded by Mr. D. Hunter, That a Committee consisting of Messrs. MacMurchy, Merchant and Embree, be appointed to consider Mr. Bryant's Paper, and to report some practical plan in reference thereto at to-morrow's session.

Moved in amendment by Mr. Millar, seconded by Mr. Embree, That in the opinion of this Section, the importance of Book-keeping and of such other subjects, already on the programme, as have special reference to a commercial education, should be recognized in connection with the Departmental examinations.—*Amendment Carried.*

Moved by Mr. Millar, and seconded by Dr. Purslow, That a Committee consisting of Messrs. Bryant, Hunter, Turnbull, Embree, Merchant, Hughes and Forrest be appointed to consider the best means of having the foregoing resolution carried into effect.—*Carried.*

Mr. H. I. Strang addressed the Section on the subject, Matriculation Examinations of Toronto University.

Mr. J. P. Hall gave notice that he would call the attention of the Section to the recent Departmental examinations in Mathematics, and that he would move a resolution regarding them.

Moved by Mr. Seath, seconded by Mr. MacMurchy, That we adjourn, and that the different subjects touched on in Mr. Strang's address be discussed *seriatim* Thursday morning, immediately after the discussion on High School Graduation.—*Carried.*

AUGUST 14th, 1884.

The High School Section met in the Library at 9 a.m. Mr. H. I. Strang in the chair.

Minutes of the last meeting read and confirmed.

Mr. McHenry addressed the Section on "High School Graduation."

A discussion followed in which most of the members took part.

Moved by Mr. McHenry, seconded by Mr. Bryant, Whereas it is desirable, since the means of obtaining a good secondary education are now provided by our High School System, that as many as possible avail themselves of the privilege offered; and whereas a large proportion of our High School pupils (other than those preparing for Matriculation or Teachers' Examinations) whose circumstances would warrant them in taking the full course, leave school as soon as they have succeeded in passing the Intermediate; it is the opinion of this Section (1) That the evil referred to would be most easily prevented if on completing the course our pupils were regularly graduated, and awarded a suitable diploma; (2) That the Local Matriculation Examinations of our Universities might be utilized for the purposes of the High School Final Examination; (3) That a Committee, consisting of our two representatives in the University Senate, Messrs. Embree, Bryant, and the mover, be appointed to consider the scheme proposed and report at our next annual meeting.

Moved in amendment by Mr. Seath, seconded by Mr. Hunter, That the matter of High School Graduation be left over until next year.—*Motion Carried.*

Moved by Mr. Millar, seconded by Dr. Purslow, That the University of Toronto be requested to recognize as fully Matriculated students, all who at the Local Examination shall obtain the standard

required for Matriculation, and who in other respects comply with the conditions of entering the University.—*Carried.*

Moved by Mr. Seath, seconded by Mr. Millar, That the University of Toronto be requested to extend the Local Examination to boys as well as to girls.—*Carried.*

The Committee appointed last year on Natural Science at Junior Matriculation, submitted the following report :—

(1) That an easy paper on Botany, tending to evidence in successful candidates a practical acquaintance with the subject, be compulsory for Junior Matriculation.

(2) That a paper for honours be set in Physiography (Mr. Huxley's definition of the term).

(3) That due notice be given by the University authorities of the proposed changes.

(4) That a copy of the report be sent to the University Senate and to the Minister of Education.

(Signed) JOHN E. BRYANT,
Chairman.

Moved by Mr. Embree, seconded by Mr. MacMurchy, That the report be received and discussed clause by clause.—*Carried.*

The first clause was read.

Moved by Mr. A. B. Ventress, seconded by Mr. Connor, That the first clause in the report of the Committee be struck out.

Moved in amendment by Mr. Embree, seconded by Mr. Merchant, That the University Senate be requested to place the subject of Botany, Chemistry, or Chemical Physics, on the University Curriculum for Junior Matriculation, examination in such subjects to be optional.—*Amendment carried.*

Moved by Mr. Bryant, seconded by Mr. Embree, That the remainder of the report be laid on the table.—*Carried.*

Moved by Dr. Purslow, seconded by D. H. Hunter, That in view of the very objectionable nature of some of the papers set at the last Matriculation Examination of Toronto University, notably that of the pass paper in Mathematics, our representatives in the University Senate be requested to use their best endeavours to have none but suitable persons appointed as examiners, and to secure that the examiners for Matriculation should consist of a professor of the subject examined in, and if possible an ex-High School Master conversant with the capabilities of High Schools.—*Carried.*

The Committee appointed to consider Mr. Bryant's paper reported as follows ;—

Your Committee beg leave to report that this Section should express to the Minister of Education that in the opinion of the High School Masters, the Department of Education should recognize the claims of those pupils who do not wish to be prepared for a professional examinations, or for teaching, by establishing a course for

study and examination embracing the subjects mentioned in Mr. Bryant's paper, with the addition of Phonography as an optional subject, and by instituting an examination in the course to be conducted on methods similar to those outlined in Mr. Bryant's paper, successful candidates to receive a certificate of standing. The expenses of the examination to be defrayed by a fee from each candidate, it being understood that no school shall be required to take up the work for this course without the full consent and approval of its local authorities.

(Signed) JOHN E. BRYANT,
Chairman.

Moved by Mr. Embree, seconded by Mr. Tamblyn, That the report of the Committee be adopted.—*Carried.*

Moved by Mr. Seath, seconded by Mr. Turnbull, That the Department be requested to select the sub-examiners from among High School Masters and other teachers of practical experience.—*Carried.*

Moved by Mr. MacMurchy, seconded by Mr. Connor, That the Section adjourn till 1.30 p.m.—*Carried.*

AUGUST 14th, 1884.

The High School Section met in the Library at 1.30 p.m.

Moved by Mr. Merchant, seconded by Mr. Embree, That the University Senate be requested to make the pass work in Classics and Modern Languages the same as that required for honour work in the same departments at Junior Matriculation.—*Carried.*

Moved by Mr. Embree, seconded by Mr. Ventress, That the University Senate be requested to confine the pass Latin Prose for Junior Matriculation to the translation of sentences of a character similar to those found in the first forty exercises of Bradley's Arnold's Latin Prose, and to the re-translation of an extract from an easy Latin author, the Latin being given for the more difficult words.—*Carried.*

Moved by Mr. Ventress, seconded by Dr. Purslow, That the University Senate be requested to add Canadian History to the subjects for Junior Matriculation.—*Carried.*

The Section was of the opinion that the percentage for pass at Junior Matriculation should be raised.

The following persons were elected as officers for the ensuing year :—

Chairman,—Dr. Purslow, Port Hope.

Secretary,—F. W. Merchant, Ingersoll.

Directors,—Messrs. Strang, Embree, MacMurchy, Millar and Alexander.

Legislative Committee,—Messrs. Seath, Bryant and Wetherell.

On motion the Section adjourned.

PUBLIC SCHOOL INSPECTORS' SECTION.

TUESDAY, August 12th, 1884.

The Section met in the Art-school room, at 11.45 a.m., Mr. D. A Maxwell in the chair.

After a general conversation on the mode of considering the amendments to the School Law, the Section adjourned, to meet on Wednesday, at 9 a.m.

WEDNESDAY, August 13th, 1884.

Section met at 9 a.m., Mr. Maxwell in the chair.

Moved by Mr. D. P. Clapp, seconded by Mr. McBrien, That the School Law be taken up clause by clause, as in the proposed form of Consolidated Acts.—*Carried.*

Moved by Mr. Smith, seconded by Mr. Harrison, That 8*b*, sec. 2, p. 23, be amended by making thirteen weeks the time for first half-year, and nine weeks the time for the second half year.—*Carried.*

Section 194, sub-section 13, was taken up next.

Moved by Mr. Dearness, seconded by Mr. Smith, That the amount of the Legislative aid to Schools should be increased.—*Carried.*

Moved by Mr. McIntosh, seconded by Mr. Michell, That from each Grant a minimum Grant of $10 be paid; that, in the case of the Legislative Grant, the balance be apportioned on the basis of taxation for teachers' salaries; and, in the case of the Municipal Grant, on the basis of average attendance (the attendance for the whole year being taken into account).—*Lost.*

Mr. McKinnon, Chairman of the Committee appointed to bring in a Report on Amendments to the School Law, intimated that there was a clause in the Report bearing on this question.

Moved by Mr. Miller, seconded by Mr. McBrien, That the question of disposing of Grants be considered under the heads presented in Mr. McKinnon's Report.—*Carried.*

Mr. McKinnon read the clause bearing on this subject. After some discussion, it was moved by Mr. Little, seconded by Dr. Wadsworth, That the School Fund be apportioned each half-year as follows: A portion as a fixed Grant to each School, and the balance on the basis of average attendance.—*Carried.*

Moved by Mr. Scarlett, seconded by Mr. Miller, That the last motion be reconsidered for explanation after the word "school."—*Carried.*

Moved by Mr. Brown, seconded by Mr. Clapp, that the word "department" be added after the word "school" in Mr. Little's motion.—*Carried.*

Moved by Mr. Miller, seconded by Mr. Greer, That hereafter the apportionment of Legislative Grant be made to inspectorates instead of to municipalities as at present, except so far as towns and incorporated villages are concerned; also, that in apportioning Grants the attendance of pupils be the basis, irrespective of residence.—*Lost.*

Moved by Mr. Fotheringham, seconded by Mr. Brown, That the resolution deciding to take up the School Act for amendments be set aside, and that the Report of the Committee on Amendments to the Law be now received.—*Carried.*

The Report of the Committee was then read by Mr. McKinnon.

Moved by Mr. Campbell, seconded by Mr. Tilley, that the Report be considered clause by clause.—*Carried.*

After considerable discussion on some clauses of the Report, the Section adjourned, to meet on Thursday, at 8.30 a.m.

THURSDAY, August 14th, 1884.

Section met again at 8.30 a.m., Mr. Maxwell in the chair.

The Secretary read a communication from Mr. Marling on "Ventilation in Schools."

Moved by Mr. Clapp, seconded by Mr. Harrison, That Mr. Marling's communication be referred to a sub-committee of five, to be nominated by the Chairman, who will report to the Minister of Education at their earliest convenience.—*Carried.*

The Chairman appointed the following committee: Messrs. Dearness, Hughes, Morgan, Smith and Little.

OFFICERS ELECTED.

Chairman	A. CAMPBELL	Kincardine.
Secretary	F. H. MICHELL	Perth.
Directors	DAVID FOTHERINGHAM	Aurora.
	D. J. MCKINNON	Brampton.
	D. P. CLAPP	Harriston.
	D. H. Hunter	Waterdown.
Legislative Committee	D. A. MAXWELL	Amherstburg.
	J. H. SMITH	Ancaster.
	ROBERT LITTLE	Acton.

Moved by Mr. Fotheringham, seconded by Mr. Clapp, That instead of continuing the consideration of the report of the Committee on Changes in the School Law, we return to the consideration of the Act, clause by clause, and that before taking up the consideration of any clause, a vote be taken as to its urgency.—*Carried.*

The following motions, suggesting amendments to the School Law, were then carried:

In lieu of sub-sec. 8*d*, sec. 5 (1881), p. 23:

Resolved, That a return of the names and residences of all pupils failing to comply with the requirements of sec. 8 (pages 22 and 23), be prepared by the teacher and trustees from the register and census, and the same be forwarded to the Inspector, whose duty it shall be to place the same in the hands of a police magistrate, or justice of the peace having jurisdiction, to be dealt with according to the provisions of the 211th section.

Resolved, That in the opinion of this Section, the summer holidays of all rural schools should be of six weeks' duration, and should begin on the second Saturday of July, and end on the Saturday following the completion of the six weeks allowed. Provided always, that any County Council shall have power by vote to change the date of beginning the holidays to suit the harvest season in their county. Provided also, that the length of the summer vacation shall not be shortened.

Resolved, That in sec. 15, p. 25, the words, "in which High Schools are situate" should be struck out.

Resolved, That sub-sec. 8*b*, sec. 2 (1881), p. 23, be amended by striking out all words after "to attend a public school is," and substituting in lieu thereof, "110 days in the year," and, that at the end of the first half year, the Secretary of the School Section shall notify the parent or guardian of every child between the ages of seven and thirteen years, how many more days the child shall be required to attend in the year to secure compliance with the provisions of this section.

Resolved, That after the word compensation in sec. 38 (*a*), p. 29, be inserted the clause "except as provided in the following sub-section," sub-sec. 38*b* providing as follows:—That the Annual Meeting shall have power to vote a limited sum which may be applied by the trustees in payment of the necessary expenses of the office of secretary, notwithstanding that the said officer be a member of the school corporation.

Resolved, That sec. 5*a*, p. 39, should be amended so as to make it the duty of the Township Clerk to furnish the County Inspector annually with the numbers of children between the ages of five and sixteen, sixteen and twenty-one, and seven to thirteen inclusive, in each section, also the total assessment, the requisitions of the trustees, and the rate per dollar.

Resolved, That sub-sec. 1 of sec. 58*a*, p. 34, should be amended by enacting, that the nomination and election of Public School Trustees in cities, towns and incorporated villages, be held on the same day as the nomination and election of Municipal Councillors.

Resolved, That in order to simplify the payment of the School

Grants, sec. 194, sub-sec. 15, should be amended so as to read as follows:

That the Inspector, upon completing the apportionment of each of the School Grants, shall furnish to the County or Sub-Treasurer a statement of the sums apportioned to the several sections—the amount for superannuation fund having been deducted—and that the said Treasurers shall pay said amounts to the teachers upon order of trustees.

Resolved, That (*c*) sec. 10 (1881), p. 41, should be expunged, and that the law be the same as before the said amendment in 1881.

Resolved, That the expenses of all examinations in connection with the public Educational System, except Entrance to High Schools, should be provided for by fees to be paid by candidates.

It was moved and seconded, That sub-sec. 7 (*b*) of sec. 89, p. 50, be amended so that it shall be the duty of County Councils to provide and levy the sum of $50 towards the County Teachers' Institute or Association in the County or each Inspector's District.—*Lost.*

An amendment substituting $25 for $50 in last motion was carried.

Resolved, That the number of trustees in rural school sections be increased by two, and that the same be five instead of three—also that each trustee hold office for five years.

Resolved, That sec. 102, sub-sec. 3 (*a*), p. 54, should be amended by inserting the words "or Ratepayers" after the word "Trustee."

Resolved, That sec. 102, sub-sec. 9 be amended by adding the words and "systematically ventilate" after the word "build."

Resolved, That sec. 180 be amended by striking out all the words after "inefficiency," and substituting the words "proved to the satisfaction of the Minister in Council."

Resolved, That in the opinion of this Section, chap. 204, sec. 186 of the School Act should be amended so as to remove all doubt in regard to its being compulsory on County Councils to provide for the travelling and other official expenses of Public School Inspectors.

Resolved, That sec. 187 be amended by striking out the word "exceeding" and inserting instead the words "less than"—and that after the word "county," "city," or "town" be inserted.

Resolved, That in 5*b*, sec. 8 (1881), p. 39, the clause, "In preparing ..... sixteen years," be struck out, and that in lieu thereof be inserted: "To take the School census of each Section separately, which shall set forth the name of every child in the School Section between the ages of five and ....., the name of the parent or guardian, and residence, as provided in Schedule B. The census shall be sent by the Clerk to the Secretary of each School Section on or before the ..... day of ..... in each year.

"And that all the provisions of sub-sec. 5*a*, inconsistent with 5*b*, be repealed."

SCHEDULE.

Census of S. S. No. 1....., in the Township of .....

Taken by.....Assessor.

Trustees .....

Secretary.....

.....P.O

No.	Name.	Age.	Parent or Guardian.	Residence.	*To be entered by the Teacher.* Attendance of pupils between the ages of 7 and 13.		
					1st ½ year.	2nd ½ year.	Total.

Resolved, That it be compulsory on Trustees to pay Teachers quarterly.

Resolved, That sub-sec. 2, of sec. 160, p. 87, be amended as follows:

"A non-resident child or children shall be returned the same as resident children, provided no rate-bill is charged on such child or children by the Trustees."

The following clauses of the Report of the Committee on Amendments to the School Law were adopted:--

CLAUSES ADOPTED.

1. That all the powers heretofore vested in Township Councils or in referees or commissioners appointed by such Councils, with respect to the formation and alteration of School Sections lying wholly within the township limits, be placed in the hands of commissioners of School Section boundaries, such Commissioners to consist of the County Inspector having jurisdiction, together with one person appointed by the Township Council and one by the County Council, neither of whom shall be a member of the Township Council, and both of whom shall hold office during pleasure.

1 *(a)*. The Commissioners appointed by the County Council shall not be a resident or ratepayer within the limits of the municipality for which he is appointed a Commissioner.

2. That the formation or alteration of Union School Sections shall be effected by resolution of a majority of the Commissioners of the municipalities concerned present at a meeting of which due notice shall have been given.

2 *(b)*. In all cases in which such Commissioners would constitute an even number the senior County Judge shall be added thereto.

3. That on the petition of any ratepayer who resides at least one-fourth of a mile nearer, by a travelled road, to the School in another Section in which his residence is assessed, the Commissioners shall attach the lot upon which such residence is situated to the Section containing the School nearest thereto.

4. That no alteration in the boundaries of a School Section, other than as provided in the last preceding clause, shall be made except upon petition of at least five ratepayers of one or more of the Sections affected by such alteration.

5. That upon petition of at least five ratepayers of a School Section in which a School-house is to be built against the decision of the majority of the Trustees and ratepayers with regard to the site for such School-house, the Commissioners having jurisdiction shall have authority to determine such site.

6. That every Township Council be required to levy in each year a uniform rate upon all the assessed property of the municipality, and to pay therefrom to the Trustees of each Section, for each teacher employed by such Trustees, a sum equal to at least one-half the average salary of the Public School Teachers of such municipality during the year then last past.

7. That such additional special rate shall be levied upon the rateable property in each Section as may be required by the Trustees thereof.

8. That to the 29th clause of the Public Schools Act of 1879 be added the following: "Provided that adequate accommodation, as required by the law and regulations, has been furnished for the city, town, incorporated village or School Section; but no such question shall be submitted to the ratepayers unless such adequate accommodation has been furnished. Provided, also, that the resolution of the School Board of a city, town or incorporated village, or of the Trustees of a rural School Section, to build or enlarge a School-house, or to purchase a School site, or addition thereto, shall be considered approved of unless a majority of the ratepayers of such city, town, village or School Section record their votes against such resolution.

9. That the municipal council of each city, town, village or township in which no Free Library is established, shall be required to contribute to the support of the Mechanics' Institute or Institutes situated therein a sum equal to that contributed by the Legislature for the same purpose.

10. That, instead of County Boards of Examiners, District Boards be formed, consisting of the Inspectors of not more than three adjacent Inspectorates, together with an equal number of properly qualified persons appointed as may be provided by law.

11. That such Boards shall have the power to fix the *minimum*

qualifications of Third-class teachers within their respective Districts, subject to the approval of the Minister.

12. That Certificates issued by such Boards shall be valid only within the jurisdiction of the Board by which granted, but may be endorsed at his discretion by any County Inspector, upon application of the Trustees of any School Section.

12 *(a)*. Such endorsation shall not render the certificate valid in any other Section in the County, unless renewed by the Inspector.

13. That such Boards be empowered to issue Assistants' Certificates upon conditions to be determined by them, with the approval of the Minister; such Certificates to be valid only in the junior departments of rural Public Schools.

14. That no person shall be eligible for the office of District Examiner, or of Provincial Sub-Examiner, who has not had at least five years' experience as teacher in public educational institutions of the Province.

15. That no Public or High School teacher shall be eligible as Examiner for the District within which he resides.

On motion, the Section then adjourned.

A. CAMPBELL,
Secretary.

In Memoriam.

A. F. BUTLER.

A. F. Butler, B.Sc., born at Auburn, 1833, attended the Public School and subsequently the College at Auburn; began to teach at the age of seventeen, had afterwards the advantage of being under the tuition, at Hiram College, of the late President Garfield. He studied at Ann Arbor University, Michigan, where he graduated in 1859. After teaching in Ohio for a short time, he came to Canada in 1863; till 1868 he had charge of the public Schools in Aylmer and Fingal. Mr. Butler was appointed to the superintendency of the Public Schools of the County of Elgin, 1868, and Inspector under the new law in 1871. He took much interest in the promotion of and actively supported the County Teachers' Association. His fluency of speech and general popularity contributed not a little to the success of these stated gatherings of the teachers of the county.

"We pass; the path that each man trod
Is dim, ...
What fame is left for human deeds
In endless age? It rests with God."

ARCHIBALD DEWAR.

The late Archibald Dewar was a native Canadian, born in Beckwith, County Lanark, in 1826. Mr. Dewar removed to the western part of Ontario in 1849, his home till 1855 being at Plympton, County of Lambton. During that year he began work as a Public School Teacher in the Town of Sarnia, where he taught two years, and subsequently ten years at Harpurhay. In 1867 he was appointed to the charge of the Public Schools of Seaforth, that place being his home till his removal by death, his promotion to the Inspectorate of the district taking place in 1872. Mr. Dewar had reached manhood before he began to study for his profession, having spent his early life upon a farm. This hindrance (although in other respects an advantage) he most successfully overcame, as well as the loss of a limb caused by an unfortunate accident. He was known as an earnest and indefatigable student and worker, and as one who possessed a store of valuable general information. Mr. Dewar was endowed with a genial, kindly disposition, and while discharging his duty as Teacher, Inspector and citizen with faithfulness and efficiency, he endeared himself to a large circle of attached friends. His removal is a great loss, not only to his mourning family, but to the profession and to the neighbourhood in which he was so deservedly respected.

"How know I what had need of thee,
For thou wert strong as thou wert true."

TREASURER'S STATEMENT FOR 1883–84.

Receipts.	$	c.
Balance on hand from last statement	484	71
Sale of Minutes	79	25
Advertisements in Minutes	31	00
Members' fees	52	00
Government Grant	200	00
Interest on deposit	12	85
	$859	81

Disbursements.	$	c.
Publishing Minutes	154	71
Expenses of Convention	28	50
Travelling expenses (railway fare) of Legislative Committee	18	20
Travelling expenses of Executive Committee	55	30
Postage, stationery, printing, express, etc	36	35
Salary of Secretary	25	00
Balance on hand	541	75
	$859	81

Respectfully submitted,

W. J. Hendry,

Treasurer.

Toronto, August 12th, 1884.

PAPERS

READ BEFORE

THE ONTARIO TEACHERS' ASSOCIATION

1884.

PRESIDENT'S ADDRESS.

When appointed your President a year ago I had no expectation that I would, at the next meeting, be so burdened with official cares as to be almost practically debarred from delivering the annual message expected from your chief officer. It is, however, a source of considerable relief to believe that I can claim your indulgence, inasmuch as the time which might have been spent in preparing an address has been devoted to the interests of the profession in which you are so earnestly engaged.

The most noticeable feature in the educational activity of the day is the desire on the part of all civilized nations to educate the whole people, and everywhere the question is asked, "In what way can we most widely diffuse the benefits of a thorough elementary education?" With this end in view, improved methods of teaching are carefully examined in the light of modern experience. Even scientific tests are applied to the operations of the schoolroom, and by the aid of psychology it is believed the science of education will soon take its place among the other sciences, with the principles on which it is founded just as well defined. But while it is the province of the educator to study the laws of mental development, and the application of those principles by which the best results can be secured, it is the duty of the legislator to consider the various interests of the community for whose benefit those principles are to be applied. Any system of education that does not consider the social, and perhaps the religious organization of the people, their business life, their material resources, and their political wants, is necessarily defective. Out of deference to the religious differences of the people, our school system is non-denominational. On any other basis it could not exist as a national system. It is the common property of every member of the State. Not that it is irreligious by any means; for it recognizes in the fullest degree the cosmopolitanism of Christianity without those denominational limitations by which, as society is now constituted, its different families are designated. Happily for us in Ontario, the unity of our system in this respect has been well sus-

tained. Similarly our social organization has rendered us practically a homogeneous people. The distinctions which arise from the accumulation of wealth in the hands of the few, or, worse still, the distinctions which arise from what Tennyson calls "long descent," from fortuitous preferment and consequent assumption of superiority, do not appreciably interfere with the social equality of our people. It is easy, then, for us to establish a system which compromises no man's social position. To the rich man it is no reproach that his child sits on the same form with the child of his poorer neighbour. Nor does the poor man boast that in securing the education of his children without cost, he has obtained a socialistic victory over the rich. But when we come to consider a system of education adapted to the business life of a people, we are met with difficulties of no ordinary nature. What might suit a rural population, might not be as well adapted to an urban population, and so on through all the variations of trade and commerce.

In seeking the solution of this problem for ourselves there are certain considerations at least common to all systems of education. (1) Education is not *knowledge*, but *power*. True, this power is to be acquired partly through knowledge, that is through the discipline which the acquisition of knowledge gives, but after all the real purpose of the educator is to generate power. The function of the furnace, if I may use such a word, is to generate the steam by which the engine is driven, but the furnace is not the *power* which drives the engine. It is not necessarily *what* the pupils learn, as *how* they learn, that determines the value of any department of knowledge as an educating force. The classics may be as good a means of mental discipline as the sciences—a passage from Burke's Reflections as a problem in commercial arithmetic—and yet considering all the circumstances of the learner, the latter may be far more important from a practical standpoint than the former. The question then to be considered is, "How can we apply the educational forces which the various branches of knowledge contain, in such a way as to generate the greatest power and secure the best results?" In other words can we frame a curriculum of studies which is educating and at the same time useful? This is the question discussed by Professor Elliot in his able address before the members of the John Hopkins University last February. After giving due credit to the classical course prescribed by all the continental universities, he asks, is it not possible to find in the study of English literature as good an educating force and at the same time many more of those practical elements of culture which would be available for everyday life? Let me quote the eulogium which he pronounces on our much neglected literature:—

"It cannot be doubted that English literature is beyond all comparison the amplest, most various, and most splendid literature which the world has seen; and it is enough to say of the English language that it is the language of that literature. Greek literature compares with English literature as Homer compares with Shake-

speare, that is, as infantile with adult civilization. It may further be said of the English language that it is the native tongue of nations which are pre-eminent in the world by force of character, enterprise and wealth, and whose political and social institutions have a higher moral interest and greater promise than any which mankind has hitherto invented."

From this he argues, and who will say the contention is not a sound one, that English literature should occupy a higher place than it does in the liberal education of the English speaking peoples?

Let us now apply this principle of utility to the formation of the curriculum for our Public Schools. And first we would say—the useful should supersede the ornamental, and secondly the practical should supersede the theoretical.

In discussing these two propositions it must be borne in mind that in an ordinary Public School the teachers' time is divided among a great many classes. The amount of attention which he is capable of giving to each subject is necessarily very limited. The average rural school contains from ten to thirteen classes at least. How important is it then that no part of the teacher's time should be frittered away in idle embellishment, to the neglect of the substantial and the necessary. It must also be remembered that the school term of the average scholar is very short. Only two per cent. of our pupils ever enter the Fifth Reader. It may fairly be presumed that the majority of the half million attending our Public Schools leave before reaching fifteen years of age. Are we doing them justice, or are we doing justice to those who bear the burdens of taxation, if we fail to consider this circumstance?

Then what are the requisites of a Public School curriculum?

1. Every pupil should be taught to read intelligently the literature of the day—not merely to *know* the *words*, but to understand their meaning, and to give to each word its proper force and vocal significance.

2. To write neatly and legibly, in proper form, an ordinary business letter.

3. To spell correctly, not, of course, all the words in the dictionary, but at least such words as are of common use in commercial circles and in every day conversation.

4. To make such calculations in arithmetic, rapidly and accurately, as might be required in the daily business of the merchant, the farmer, or the artisan.

5. To know the history of his own country minutely, and such general historical facts as may be said to have exercised a wide influence in shaping the destinies of other nations.

6. To have such a knowledge of places as would localize his knowledge of the history, climate, productions, and races of other countries.

7. To be so trained in the art of composition as to be able to express clearly, either on paper or orally, the knowledge he possesses.

8. To be able to delineate pictorially what cannot be as well expressed in words.

Now it may be said that there is nothing new in such a curriculum —that it is now in force in all the Public Schools of the Province. I admit there is little that is new in outline. There is much, I think, involved that is new in detail.

For instance, while in every school our pupils are taught to read, that is to name a certain number of words in the order in which they occur, how few are taught to read with expression and force, how few read with any appreciation of the author's sentiments—how few are able to express in their own words the sense of the author! Besides the teacher utterly fails in doing his work properly while teaching his pupils how to read, if he fails to excite in them a love for reading. And it is here perhaps more than anywhere else that we must look for national results from Public School education. It is not what the pupil gets in school that makes the course valuable to him, it is what it inspires. He may get here and there a few scraps of knowledge coupled with a somewhat rugged discipline, all useful in their way, but if to knowledge and discipline could be added the inspiration for further acquisitions—if like the first shilling earned by Astor, which made him a millionaire, his school work could be made the inclination to steady, plodding efforts for more information, then and only then might we say that the teacher has done his work well. To teach a child how to read, as I have indicated, is to give him the key-note not only to all the treasures of science, but to that literature described by Prof. Eliot as "The completest, most various and most splendid the world has ever seen." But reading is not only the key to literature, but also to history. By what species of national depreciation has it arisen that Canadian history is virtually excluded from our public schools? We study the history of Greece and Rome, of England and France, and yet we have failed so far to give a place even to the history of Canada on our examination papers. Apart altogether from the duty we owe to ourselves as a people, I think the study of history should occupy a higher place than it does in the school curriculum. As Prof. Eliot says:—

"If any study is liberal and liberalizing, it is the moderate study of history—the study of the passions, opinions, beliefs, arts, laws, and institutions of different races or communities, and of the joys, sufferings, conflicts and achievements of mankind. Philology and polite literature arrogate the title of the 'humanities;' but what study can so justly claim that honourable title as the study which deals with the actual experience on this earth of social or progressive man? What kind of knowledge can be so useful to a legislator, administrator, publicist, philanthropist, or philosopher, as a well ordered knowledge of history. If the humanity or liberality of a study depends upon its power to enlarge the intellectual and moral interests of the student, quicken his sympathies, impel him to the side of truth and virtue, and make him loathe falsehood and vice, no study can be more humane or liberal than history. These being the just claims of history in general, the history of the community and

nation to which we belong has a still more pressing claim upon our attention. That study shows the young the springs of public honour and dishonour; sets before them the national feelings, weaknesses and sins; warns them against future dangers by exhibiting the losses and sufferings of the past; enshrines in their hearts the national heroes; and strengthens in them the precious love of country."

But it is not what this curriculum would include as much as what, rationally carried out, it would eliminate, I wish to consider. For instance in the study of arithmetic, how much pain would be spared the pupil, and how much useless anxiety the teacher, if only what is useful were taught. Of what use are alligation, circulating decimals, single and double position, and "duodecimals" to the ordinary citizen? It may be said that mental discipline is got in this way. So it may be got by a Chinese puzzle, but should Chinese puzzles be put upon the programme? Give your pupils discipline in doing a greater amount of work if you like, but let it be work that is of practical value. The man who trained his son to work by compelling him to wheel stones from one part of the garden to another would have acted much more wisely if he had ordered him to pluck up the weeds and otherwise improve the surroundings. As Swett, in the *Pennsylvania School Journal*, says:—

"A teacher who keeps young pupils at work, term after term, upon complex or puzzling problems in mental arithmetic, repeating long drawn-out formulas in logical analysis, including statement, solution and conclusion, before they have acquired readiness and accuracy in addition and multiplication, is only making them wheel stones. A country teacher who neglects 'the four rules' and 'the tables' in order to train big boys upon a normal school analytical demonstration of the reason for inverting the divisor in divisions of fractions, is wheeling stones; and if, added to this, he requires alligation, exchange and progression, he is wheeling glacial boulders."

Now, all this superfluous and, in many cases useless, mental drudgery, should cease, and the energies of teachers be directed to the task of imparting such a knowledge of numbers as would be of service in ordinary business pursuits.

In the same way the study of geography should be reformed. We cannot, of course, dispense with a good general knowledge of the world—the resources, climate and productions of different countries, the important rivers, mountains, physical features, etc., but then why be so microscopic in our map geography? Who cares about the names of every little hamlet in France, every cape on the coast of China, or every island in the Mediterranean? Why burden the memory with bald names, which in a few weeks it repudiates, and which, if retained, would add but little to the mental equipment of the scholar? Why not be rational, and give the pupil, in conjunction with the name of the place, such facts of an historical or topographical character as furnish the only reasons why the name should be remembered? We certainly require to teach fewer names of places, and more of the facts from which the places derive their importance.

Another consideration interwoven throughout this curriculum of essentials or rather forming its substratum, should be the constant effort to quicken the mental activities of the pupil, to train him in habits of observation, to rouse his curiosity, to strengthen his judgment, and to cultivate his tact.

Having once entered the vestibule of the great temple of learning, he should have such an attractive view of its vast interior presented to him that he would gladly seize every opportunity to proceed farther, and if fortune failed to favour him with the adventitious aid of an advanced teacher, he would, by his own unaided powers, explore every recess, and worship at every shrine which a refined intelligence had erected for the devotees of literature, science and art. The next consideration in forming a Public School curriculum is simplicity. No greater mistake can be committed than to attempt too much. We must admit the child's power of absorption and assimilation is limited. The moment we exceed the range of that power all labour is wasted. Besides, the object of the Public School is not to teach many things, but to give the power and desire to learn many things. The first principles of a science may be easy and simple enough to an adult, but to a child they may be meaningless. Would it not be better then to exercise his powers within their natural range, than to perplex him with definitions which to him are but a mere jargon of words? There is ample room within the area of essential subjects for the effort of which the child is susceptible, and to attempt more is to vitiate all. Let it not be supposed, however, that I object to such oral lessons in botany, natural history and kindred subjects as appeal objectively to the child's mind. On the contrary, I value such lessons very highly. The boy learns largely from the world of nature around him. To aid him in his investigations, to stimulate his desire for more information, or to classify and systematize his knowledge, would certainly be of great advantage to him. What I protest against is text-book science, or technical science for the school-room—a course of science entirely unscientific in its mode of presentation, and utterly valueless as an educational force.

And this leads me to the next point—the Public School curriculum should be progressive. It should, step by step, keep pace with the increasing capacity of the pupil. Nothing is more irksome than to pore over lessons already mastered. Each day's work should be a new discovery, each lesson should be a fresh tableau. Just as fast as his powers develop, so should heavier demands be made upon his energies. And here I might say that no absolute rule can be laid down as to the exact age at which certain studies should be undertaken. The judicious teacher must decide according to the capacity of each pupil, and no curriculum, however wisely framed, can render him much assistance. But progressiveness involves another idea. The Public School is part of a system, which so far as it goes, ought to be complete in itself, but should also lead up to the next step in the great stairway of learning. Immediately above it

is the High School, where work of a higher grade is done. And although we must not forget that we promote a greater number into active life than we do into the High School, still if the continuity of the system is to be preserved this step must not be overlooked. True, the pupil on this higher plane labours, perhaps, with a different object in view, but even there we should not lose sight of those practical subjects which, when rightly considered, are the most valuable educating forces that can be employed.

Lastly, a Public School curriculum necessarily includes the agency of a loving, thinking, intelligent teacher. Nowhere is the law of Biogenesis more fully vindicated than in the schoolroom.

Omne vivum ex vivo—no life without antecedent life. We may frame a curriculum as perfect in its mechanism as one of West's chronometers—we may equip our schoolrooms till there is nothing more to be desired, we may lay down rules which for their wisdom would be commended by a Solomon, but if we cannot place in the school-house a teacher properly endowed, the results will be disappointing. Whether we ask him whether the curriculum is simple or complex, progressive or retrogressive, unless the teacher understands his work, it is all the same. From him and through him must first come that life germ which is to be the beginning of a new creation to the child. By him doubts are to be dispelled, difficulties removed, and the mental sky so illuminated that the world around the pupil can be read as in the light of day. Is there a beauty in literature, then he points it out. Are there sermons in stones? He preaches them. Books in the running brooks? He reads them. Whatever of goodness and purity and inspiration there is in life, he imparts. Vitalizing with his own intellectual fervour every mind, he rouses dormant energies, encourages honest efforts and stimulates into activity, forces which leave their impress upon society, when he has passed away.

SOME FALLACIES CONCERNING EDUCATION.

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I propose not so much to lecture, as to give an informal talk on this subject. Fallacies with regard to education are so numerous that I might speak till midnight without exhausting the subject; and, therefore, I have only undertaken to touch upon some fallacies, so that I may conclude when it looks as if I had exhausted you. I propose also to confine my remarks to fallacies—less or more widely entertained, instead of indicating all my opinions on educational matters. For instance, I still adhere to the opinion that it would be desirable to separate education from party politics, and therefore that, *in the present condition of things in Ontario*, it would be expedient to have a non-political superintendent at the head of the

department rather than a politician with whom party interests must necessarily be supreme. In order to combine direct responsibility with the advantages of long tenure of office and a thorough mastery of the subject such as it is impossible for the ordinary politician to have or to acquire, the Superintendent should have a seat in the Legislature with the right to speak, though not to vote, on educational matters and measures. The House would thus have all the knowledge required, and the Superintendent would be responsible to the House as a whole. But, I shall only state and not argue this opinion, as there will be no opportunity of discussing it on this occasion.

Suffer one or two prefatory remarks with regard to the subject which I have chosen. The fallacies to which I intend to refer are not peculiar to Canada, though, to judge by our practice, they are entertained by a good many Canadians as well as by the people of other countries. I shall speak frankly, because addresses delivered here should have a practical bearing. Their aim should be to give us more light, and to emancipate us from the domination of theories and of conceit. The theory-ridden mind is almost debarred from progress. Again, while on the one hand, it is well that we should be proud of our country, and ready to stand up for it, especially when abroad, be sure of this on the other hand, that we shall never make progress as long as we entertain the delusion that we are models to the world. Several concurring causes have fostered this notion to a perfectly ridiculous extent in some parochial minds. At foreign exhibitions, medals have been gained and honourable mention has been made of the Province, because of models of Public School buildings and apparatus that have been exhibited. This has led some of our people to fancy that the whole world is looking with admiration on our system. Those of us who know what the actual condition of things is, as regards our schools, know well enough that the real buildings and apparatus, are, as our neighbours would say, "hardly up to sample." Strangers, too, sometimes visit us, and after they have studied the country and our institutions for a whole day—are interviewed by intelligent reporters. The strangers desiring to be civil, say nothing about our defects or weak points, and every complimentary expression they drop is eagerly caught at and accepted as gospel. Some Canadians have thus actually come to believe that England and Scotland are compared with us—far behind educationally. Why, Scotland has had for three centures what is on the whole a better, more elastic and more economical school system than ours, whereas, though common schools were neglected in England till this generation, we have nothing that can touch their intermediate, college and university institutions.

I. How shall we determine whether a current notion on education is or is not a fallacy, or whether a common practice is based on a fallacy? We must in the first place have a clear conception of what is the great end and object of education. What is the object? To awaken, guide, discipline, strengthen, and make elastic the mental

powers, so that these shall be at their best, and fitted for all that they are naturally adapted to, whenever the learner goes out from school or college to face the world, and do the work that may be given him to do. Of course, education may be taken in a wider sense; and then its object may be said to develop everything that is in man to all its rightful issues, or in a word the formation of character. But while the mental training must be such that it will not injure the physical, emotional, æsthetical, moral or spiritual sides of our nature, but rather exert at least reflex and indirect beneficial influences on them all, the work of school, academy and college, is directly with mind as an organ for acquiring truth. And the great object of education is to put that organ in the best possible state to assimilate and utilize truth; to assimilate all the food, in the shape of facts, and thoughts—which are the highest kind of facts—with which it may come in contact. The better it can methodize, the more it can assimilate. The more it assimilates, the more useful and powerful will the man be. It is therefore clear that no education at all would be better than an education that acts injuriously on the native vigour and elasticity of the intellect; and that a true educational system should aim at sending out our youth with minds eager, strong and flexible.

In the light of this position, we can see a whole crop of fallacies that are more or less widely prevalent.

1. It is a fallacy to aim at absolute uniformity over a whole country. True, there is a general similarity of mind not only in all men, but in men and women alike, but we are not made like bricks in a brick-yard. Fair play should be given to the various types of mind in a country. Room should be left for the free play of national varieties. These varieties may be occasioned by differences of race, scenery, modes of life, the industries peculiar to districts, or general environment. But, we have a craze for uniformity, for that excessive simplification or the reduction of all things to unity of form against which Bacon has warned us, in his enumeration of the "Idols" of the mind. Connected with this is the craze for centralization, or what is called in England by the expressive name of "Red-tape." Civilians favourably situated become affected by this craze, but it especially dominates the military mind. The military man at the bureau believes that the country could be saved, if the whole population were regimented, not otherwise. Hence it is that our military system always breaks down just when it is attempted to put it in practice. When the country calls for it, then it is not there. This fallacy that absolute uniformity is requisite demands enormous amounts of tabulating, and of gathering statistics of all kinds, to contain which vaults as big as graveyards will yet have to be built, vaults that no human being will ever explore. The idea at the base of this fallacy is that a thing is not done at all, unless somebody in a central department has seen on official foolscap that it has been done, and done too in the prescribed way. It means faith in machinery, a thorough dislike of natural development, and a

distrust on the side of the department of people at a distance, though these people are the very ones most interested in having the work done and done well. Depend upon it, any kind of rigid uniformity is bad, and uniformity of badness is the abomination of desolation.

2. It also follows that it must be a fallacy to over-stimulate the young mind. Startling results may be produced by over-stimulation, but there is no surer way of exhausting material, mental or moral soil. What becomes of our infant prodigies, of the innumerable admirable Crichtons of every institution, of the countless medallists, double-firsts and senior wranglers? "The hope of the country is in its stupid boys," simply because they have not been unduly forced. We know that in every properly written Sunday-school book, the model, or rather the good-goody, children die in their infancy. And so they should. It is an old proverb, that "whom the gods love die young." They often die because the young, tender, delicate, unstable, imaginative brain has been over-stimulated. Hence the evil of early competitive examinations, of frequent promotion examinations, especially where the promotion of the teacher depends upon the results. Hence the evil of payment by results. In a word, we can see the evil of all written examinations for young children, and of every kind of forcing process by which infants are pressed, pushed or coaxed to over and premature exertion. Their minds are left in a withered, wilted and exhausted state.

3. We can also see that it must be a fallacy to overload the mind. This is done by the *cram* system. Mr. Lowe, when administering the English Privy Council grants, defined cram as "what I know and you don't know." Mr. Lowe had a turn for epigram, but he knew well that he was not defining *cram*. The word has a perfectly definite meaning. It means the same mentally that over-eating means physically. Cram consequently leaves the mental powers in a congested state, permanently weakened as regards their assimilating capacity. When the lad goes to college, his one anxiety is to get through with as little intellectual effort as possible. He tells over to the Registrar what examinations he has passed, and asks anxiously if he is not to get credit for every one of them. And he leaves college again, not possessed of mental flexibility and activity, but in a condition of inertia, perhaps able to read nothing more trying than the daily newspaper. He has been gorged over and over again to pass examinations, and when these are over he disgorges, and in the end he goes off into mental sleep, so profound that it is equivalent to death.

4. Evidently, it is also a fallacy to dissipate the mind among so many studies that it has never been able to learn practically the right methods of mastering any subject. Here the motto ought to be, "*multum non multa.*" In drawing up a curriculum of study, the rule often seems to be that every subject must be put on it that is admitted to be important. As a consequence, we get in our schools the three R's badly done, and ologies not done at all. Perhaps one man in authority has a fad about arithmetic, and he runs it to death. Every boy and girl must go through that terrible mill of arithmetical

quibbles and puzzles. And yet who can deny that arithmetic is necessary? Another makes the discovery that grammar is necessary, and analysis with all its abominations is forced on the poor little infants. Another authority comes along and points out that no man can be said to be educated who does not know botany. What! let a child go through the fields without knowing botany! And so he must learn lists of long Latin words infinitely more burdensome than the old Latin doggerel in which rules were committed to memory. Another has a fad about physiology, and down it goes on the list. Another adds music, for should not every one be able to sing? Another is sure that every one is a born artist, and, therefore, should be taught drawing. And so it goes on year after year, one fad added to another, and the whole weight of all those subjects is pressed down on the poor little shrinking brains, that after the usual grinding are turned out unable to read and especially unable to spell.

Evidently a clear determination is required as to what should be the subjects of study. As the great majority of children must leave school early, the chief thing is to teach them to read well; to read distinctly, easily, naturally, intelligently. You sneer at this as little. How many can do it? You have given them, if you do this, the key that unlocks all the storehouses of knowledge, and if you have taught them aright, they will delight in reading, and reading will be simply thinking aloud. It is as great a pleasure, too, to hear good reading as to hear good speaking. Then, as regards High Schools and Colleges, or the scholars who are to continue their studies, attend to two fundamental principles:—(*a*) Choose what universal experience has proved to be the subjects that are of the highest gymnastic value; (*b*) draw up optional courses, and have, therefore, different types of intermediate schools and also of colleges in the country. Look at the system in Germany. Besides normal, agricultural, mining, commercial and art institutes, they have three great classes of Intermediate or High Schools;—the gymnasia with a course the foundation of which is Latin, Greek and Mathematics, and where classical training is carried farther than in any of our collegiate institutes; the *realschulen*, where modern languages are substituted for Greek, and which teach more mathematics and also elementary science; and the technical or industrial schools which do not, like the other two, lead to the universities, in which Latin as well as Greek is dropped, and training in the mechanic arts, substituted. Now, after a sufficient experience of the results of the gymnasia and the *realschulen*, you know that the professors of Berlin University, the greatest in Germany, including professors in physical science of every kind and description, in natural history, philology, literature and history, have unanimously testified in favour of the gymnasia, even for those students who intend to devote themselves to the study of physical science. You may say that their judgment does not settle the question. It does not. But, let me ask, has any other tribunal of equal competency pronounced judgment?

It follows from this that the notion that science should be taught

in all our High Schools is a mistake. It is also a mistake to suppose that training in mathematics is as good as training in literature. Training in literature is best for those who can go farther than the common school, and for those who cannot. I do not, therefore, mean that grammar, or still less analysis, should be taught in the common school. Analysis is dry, tasteless, meaningless and useless. As a rule it is done mechanically. It is based on a false idea. The sentence is a unit, the expression of a thought. Tear it in pieces, the thought disappears, and you have before you abstract expressions, called subject, predicate, copula, along with a great many other expressions recently added, each one of which makes the whole business more and more cumbrous and dry as dust. All this dissection may be undertaken by students with some little profit, in a leisure hour at High School or College.

Literature, I say, gives the highest kind of mental training, because it brings the mind of the learner into contact with the thoughts of the best minds. Language expresses thought, and literary studies, therefore, always tend to make us familiar with thought. Besides, language stimulates thought. Words and thought act and react. Hence the mind that has been trained to appreciate words is fit for anything. It has been dealing not with words, but with things, and has been taught to weigh, discriminate and value them. Then, you get a higher training when you learn another language. "He who knows only one language knows none." And the more perfect in form the new language is, the more it exhibits the intellectual life of a vigorous race and the loftiest minds, the more it has influenced the growth of our own literature, the higher its educational value. Hence, I believe that the old training, with all its grievous defects of verse-manufacture and gerund-grinding, gave more flexible and powerful minds than we are getting from the elaborate spoon-meat system that is in favour now, but the knell of which is I think beginning to sound.

II. We must have a clear conception not only of the object of education, but of the best means of attaining the object. The means used, sometimes in a halting and inconsistent fashion, is the bringing unawakened plastic minds into contact with awakened and trained minds. This is a roundabout way of saying that the best method is to put scholars in the hands of a teacher and to encourage him to use the old *viva voce* ways. It follows from this that the better the teacher the better the school, the better the teacher the better the institute, the better the teacher the better the college or university. Here, then, the great questions are how shall we get, how shall we prepare, how shall we retain the best teachers, how shall we get the most out of them when teaching, and how shall we best smooth the way so that every promising child in the country may have an opportunity of coming in contact with the best teachers in the country? In connection with each of these questions there are popular fallacies.

How shall we get the best teachers and get most out of them?

Only by paying them well, it is sometimes said. I decline to accept that answer. Man does not live by bread alone. The best way is not an appeal to ignoble or semi-ignoble motives. The case of the Scottish Parish Schoolmasters, who had miserably small salaries for centuries; the case of the German Professors, many of whom have the merest pittances; the case of the clergy whose stipends are honoraria rather than salaries, all prove that the true way is to make the profession thoroughly honourable. How shall we do that? Follow the analogy of other professions.

Are you likely to induce the best men to enter and to stay in the profession if you hire them by the year? Are you likely to get the best work out of them by not trusting them; by leaving nothing to their initiative; by repressing their individuality; by putting official straight-jackets on them, and even when they have become habituated to these, subjecting them to new torture by changes in the pattern that induce new sore spots; or by treating with contempt the experience they have gained in special spheres? Everything should be done to inspire scholars and parents with respect for the teacher. In my youthful days, boys had too much care for their physical comfort to complain to parents of their teachers. The only result was a sound flogging. The teacher should be in a position where he can preserve his own self-respect. He is not always in that position in our day.

Take illustrations from the two ends of the scale of two of the fallacies to which I have referred. First, note how completely experience is despised in our treatment of third-class teachers. Is there any analogy to it in any other profession? Why let him into the profession at all if he is unfit to teach? Why turn him out when he has had three years' experience and is therefore better than he was? Why act so, when his place has to be taken by another tyro, who in his turn is excommunicated unless he passes a more difficult examination? It is said that those teachers may get permits. That just means that the rope is round their necks, that it may be tightened at any moment, and that their pupils and the boards are acquainted with the fact. An effectual way certainly of inducing respect for the teacher! Secondly, why is it a statute that professors in the State institution may not examine their own students for degrees? Are they not to be trusted? Then, why are they trusted to teach? May not the outside examiners be also distrusted? Should we not have examiners to examine the examiners, and so on to an infinite series? Besides, who can examine so well as the man who knows the students? If you wish by examination to find out the student's ignorance, the system of outside examiners is good. If it is desired to find out what he really knows the system is bad. Either the Scottish or English University system is good. In Scotland, the professor has outside examiners associated with him, but he generally sets the questions and has most to do with the whole examination. In Oxford and Cambridge, the examiners are selected by the university senate from the colleges, and consist thus of the men

who have taught the students. Toronto follows the London University plan, which is now considered obsolete by the most competent authorities.

I have asked how should we manage so that the poorest child in any part of the country shall be enabled, if he has brains, to come in contact with the best teachers in the country? Does not our system accomplish that? No; it does not, greatly to the injury of teachers and scholars and the country. With us a boy, if he desires to get a college training, cannot get the preparatory training in the public or parish school. He can in Scotland. The number of parishes there in which there is not a school where boys can be fairly prepared for college is small. Here the boy must go to a High School. But that is out of the question for thousands. It is as expensive to board five miles from home as five hundred. When he is big enough to go to college, he can earn something. But what can a boy earn? Besides, those who can afford to go to the High School cannot afford to stay long. They thus get a smattering, and are miserably prepared for college. Mr. Mundella, in a recent speech in Manchester, pointed out that, on the contrary, in the poorest schools in Scotland, the right is claimed to teach Latin, Greek and Mathematics, and that hundreds go up annually from these schools to the universities; and that consequently Scotland gets a great deal more from the Education grant than England, every Scotch child drawing two shillings extra. "It is to that fact," he says, "that Scotland owes her pre-eminence, and which has enabled Scotsmen with the smallest resources and the poorest land in the United Kingdom, to become the richest and most powerful people in proportion to numbers in the United Kingdom." All this dates from John Knox, the greatest statesman Scotland has ever produced, and who laid down that the country required "a school in every parish, a grammar school in every burgh, and a university in every principal city." His system included also religious teaching, local and unpaid inspection rather than centralization, and security of tenure for the teacher. It was economical, elastic and comprehensive. Our rigid system prevents thousands of clever boys from getting to college. This is bad for the boys. It is bad for the teacher, too. No encouragement is given him to lift his thoughts above elementary work. He is forbidden to lift thought or eye above drudgery. If he has scholars that would do him credit, the rich are sent away from him, those who have a little money go to the High School for a few months, and the poor he is forbidden to teach. The Public School teacher may never see the best fruit of his labour, nor eat from the orchard he has set out. Our rigid system is based on division of labour and a desire to avoid over-lapping. I contend that in an Educational system, the division of labour must not be mechanical, and that to secure the best results over-lapping is as necessary as it is in shingling a house.

Now, is this rigid system the way to make capable men or martinets? Is all this checking, snubbing, dismissing, harassing, excommunicating, the way to develope enthusiasm in teachers? And,

insult may be added to injury. After everything has been done to cramp and stifle and disgust him, parent or inspector may solemnly assure him that the one thing needful in a teacher is enthusiasm. No wonder that he then internally thanks God that he has enough life left in him to consider how soon and how best he may get out of the profession.

Fallacies, too, bristle about the question of how best to prepare teachers for their work. What is the rational method? Let them be brought under the influence and methods of the best professors in the country; after that, a study of one or two good Normal School manuals, experience, and common sense must do the rest. I have no faith in short-cuts, or snips of teaching on philosophy or pedagogy, though a thorough university course on philosophy is better than almost anything else. Ontario is very like Scotland, and therefore the following testimony from one of Her Majesty's Inspectors of Public Schools in Scotland, himself not a graduate, may be suggestive. "In our Public Schools, the ratio of university trained teachers is steadily rising. It is already almost hopeless for a non-university man to aspire to the mastership of a school where the salary exceeds £100, and graduates of fair standing are willing to enter the profession for less." This does not mean that we can do without Normal Schools any more than the fact that boys ought to be allowed to prepare for college in the Public Schools, means that we can do without High Schools or Collegiate Institutes.

Fellows of the teaching craft, for so I may speak, seeing that it is now more than thirty years since I began to teach, and that since that time I have taught in Public Schools, Private Schools, Sunday Schools, High Schools, and that I am now teaching and examining in a university, I have spoken these words to you out of truest sympathy. We have a glorious work. What material and what work like ours! Not on dull soil or dull marble, not on canvas or dead metals have we to spend our time, but on minds made, as we are told on the first page of Holy Writ, "in the image of God." And, our special material in this Province is of the best quality. No better raw material anywhere. The grandeur of the work should make us great.

So, notwithstanding difficulties and discouragements, let us work on, not without hope. I have looked to-night at one side only. Had the subject been our special encouragements my tone could well have been very different. We have encouragements and advantages far beyond what our fathers enjoyed. Remember that every profession has its difficulties, known only to those who are inside. Remember that no duty done ever fails of securing its reward. Your rewards shall be according to your devotion and service, that is, according to your faith. God bless you! The future of the country depends on you perhaps more than on any class in the community.

THE CONFLICT OF THE TWO IDEALS.

COLONEL F. W. PARKER.

There are two ideals in education—the one of limitation, the other of freedom. We must know whence we came, and the history of the past with all its traditions, in order to know whence our ideals have come. All progress has been made by the discovery and the *application* of truth. Real progress has been along the line of the lowest state of society. The real history of a people is the history of its humblest homes. The history of the ideal of limitation is the history of the world. Let me use England, China and Prussia as illustrations.

The problem with England for the last twenty-five years has been how to keep its poorest subjects in subjection to the monarch with the least trouble. Her policy has been to keep them in ignorance. But in Prussia, that little kingdom which Frederick the Great said he would make so powerful that no nation should be able to conquer it, a different policy was pursued. All her men were trained to make good artizans and brave soldiers who would stand and be shot down upon the field of battle.

This end was attained through the furnishing of food for the *intellectual* as well as for the physical development of all her citizens. Little did the wise ruler of Prussia know that his people were being trained by means of object lessons. But a change came. There was to be a conflict of the two ideals. Prussia represented the school of object teaching in which the ideal of freedom had slowly but unconsciously sprung into being.

Neighbouring countries, as Germany and Russia, in their schools had the ideal of limitation. Russia looked over to Prussia and said, "Your people are taught to think. Stop it!" It is generally supposed that to Wellington belongs the glory of defeating Bonaparte. But the Germans say that the credit of the great victory is due to the Prussian troops.

In the course of time there was a revolution in Prussia. The people cried aloud for certain rights, which the monarch did not wish to grant. He was in trouble. He sought for advice. Again Russia cried out, "Your subjects are taught to think. You must stop it! Turn out your free schoolmasters! Give the children text-books. Have them learn dogmatic statements. There is no other way under heaven for you to control your people. Enslave their minds, and their bodies will be willing subjects."

The advice was taken. Diesterweg was banished. Why? Simply because he had evolved thought from his pupils. But Bismarck, the great statesman, although an Absolutist, appointed a Cultus Minister, who believed in the ideal of freedom. Under him the schoolmasters were re-instated. They said, "Now we can have our object teaching and our freedom." What was the result? The German marched against France and conquered her.

Socialism, the form under which the ideal of freedom manifests

itself, reared its threatening head. Once more the books were brought in, and the tide of freedom was turned back into the channel of limitation. I make the brief statement that limitation is the ideal, quantity the method, and dependence the result.

In the lives of such men as Socrates we perceive the doctrine of harmonious growth exemplified. Also in the lives of such men as Pestalozzi, Frœbel and Horace Mann do we perceive the same fact illustrated.

What does their doctrine of education mean? Simply that the work of every man is to make himself free. Verily the truth shall make you free.

When this Republic was founded it became possible for freedom in education to appear. No longer the subjects of a king, each subject became a king. The free schools were founded. That every child should have an education was the purpose of the young republic. Never before had any other nation attempted to carry out so gigantic an undertaking.

But let us examine more carefully this ideal of freedom. According to it, it became necessary to know the whole being. How much do we know about ourselves? It is necessary to know the subjects used to develope this being. Thus a course of study becomes only a means to this end—simply a means of growth. But suppose the subjects are known, how are we to make a suitable course of study? This is a question which I would have answered more readily twenty years ago than to-day. It is a great question.

Colleges and universities should be condemned in no mild terms for their failure to adapt matter to mind. They ought to be arraigned for upholding the limitation ideal.

According to the old ideal everything is based upon quantity. Everything is put into the expression, "So much in so many hours." Have they gone through the book, or through with the work prescribed? are the questions asked by anxious superintendents.

If the ideal of limitation is right, then is the system of marking used in a school right and consistent. But their results seem to be terrible. According to the other ideal, there are no scales that can weigh the results we seek—the building of character.

The course of study is made for them, and not they for the course of study. A school can be made like a watch, a very machine, but the results of such machine work should be feared.

What is reading under the old ideal? It is the pronunciation of words with the regularity of a trip-hammer. (Laughter.) Reading ought to be the getting of thought.

"Oh, I have a method of casting out the nines," says one teacher. She tells the method to the pupils, and asks whether they see it. They generally lie, and say yes. The Pestalozzian motto of "Ideas before words," makes arithmetic what it ought to be. Geometry under the ideal of limitation consists in the learning of propositions. "How many have you learned?" is the question. But under the new ideal it is made a means of developing power to think at every

step. But what is geography according to the limitation ideal? Simply a grand confusion of facts, while it should be made a basis for history, and another means for mental growth.

A man said to me the other day, "If I didn't get the words of my geography when a boy, just as they were in the book, I got a flogging." That man is a living example of the ideal of limitation. "Children must be held in their seats," said a master. "If I go by your school, and find it quiet, I know that you are teaching a good school, but if it is noisy, then I know that it is a poor school."

I was criticised at Quincy because the pupils in the schools did not behave like so many machines. The screws of limitation as to discipline were not down tight enough. I remember visiting a school in which the children sat very still. They looked straight before them and stared at the walls. Their eyes had the expression of inmates of an insane asylum. When asked a question, a current of electricity seemed to set their mouths in motion, and the words came out. What were these children trained for? For the docile subjects of others; to be ruled over by political bosses. If our John Kellys are to be deprived of their unjust power, our children must be properly trained in the schools. When the child learns to choose for himself, that moment he is free.

There may be a little confusion at first in the set order of doing things, by being less strict in rules and regulations, while the children are learning to take care of themselves. The learning of self-control in the schools is of immense importance.

Dogmatic statements fetter the minds of the children. They prevent mental action. I have said that every child is a born naturalist. His great tendency is to seek for the truth. Curiosity is implanted within him as the germ which shall stimulate his mind to continued investigation. It is the divine spark. Thus, dear teacher, did you ever think that when you are chaining the child to his book and to his seat, that you are also chaining the mind of that child? Have you ever seen a child discover anything? If you have not you ought to at once. The delight and growth of mind as a resultant will please you so that you will never wish to try your chaining plans again.

The old ideal developed, and very naturally so, intolerance—intellectual intolerance. When Socrates drank the bowl of hemlock he was an example of the intolerance of his age. Christ nailed to the cross was another. In every age the apostles of freedom have been met with the abuse of intolerance. When Comenius discovered his picture book and argued for its use in the schools he was ridiculed. The schoolmen rose in their wrath and said, "Away with your new-fangled notions." The age has so improved upon the preceding ones that they could not give the cup of hemlock, or nail to the cross, but they made the life of Comenius bitter nevertheless. Again, Horace Mann, in our day and in our country, was an example of intolerance. His love was in his work. He served the state on a small salary. He travelled in Europe to get ideas that would benefit his country. When he said that reading could be taught without learning the

alphabet, that there was a better way of learning to spell, and that so much flogging in schools was not necessary, also that the children of deaf mutes could be made to articulate, he was assailed with all the bitterness and all the invectives that his opponents, who were legion, were capable of using. They did not burn him, 'tis true.

The worst outcome of the old ideal is intolerance. There has been quite a good deal of oratory in its defence. I call it the oratory of consolation. In every school district we find this kind of oratory. The school committeeman comes to visit the school, and says, "I am very much pleased with all I have seen to-day." This kind of oratory of consolation is practised all the way up from the district school to the National Convention. I have only feelings of sorrow for those who will persist in working at the beck and nod of dead kings.

Kindergartners should be modest, not setting themselves above their sisters in primary work, and saying, "We know all about it—you don't." There should be a cordial feeling between both classes of teachers. Whenever Kindergarten work becomes a deadening process, then be sure that the old demon of limitation has come in.

The welfare of the country rests in the hands of its educators, and not in those of its politicians, as is generally supposed. Are we satisfied when mobs and bosses rule, when hoodlums overrun our cities? If not, let us be up and at work. The battle-ground is in the Kindergarten and the school-room. We must fight this battle or die! Who is willing to gird on the armour for the conflict already upon us?

INDUSTRIAL EDUCATION.

MR. JAMES L. HUGHES.

Industrial education has two recognized meanings. In its widest sense it includes every educational effort made with the view of training the hand, so as to enable the rising generation to attain to a higher degree of proficiency in the various industrial pursuits. In its narrower and more technical sense it is applied to the education given in special institutions provided by charitable bodies or by the State for the care and training of neglected children. In these institutions the chief object is not to produce more skilled workmanship in the different trades and mechanical occupations, but to provide a home for children who would otherwise grow up in ignorance, destitution and vice, and fit them for earning a living in some respectable employment, when they have grown up.

I shall direct attention to the broader aspect of my subject, and endeavour to show the necessity for a more extended and more definite system of industrial training. By industrial training, I mean anything that will tend to enable the hand to represent more accurately in material form the thoughts of the mind. I accept as axioms the following statements:—

1. It is possible to train the muscles of the fingers, the hand and arm, to an almost unlimited extent. In other words, manual dexterity may be cultivated.

2. It is easier to train the hand of a child than that of an older person, and therefore :

3. The sooner the industrial training of a child begins, the more perfect will be his development.

I. If it be granted that the hand may be trained, the next question to settle is. Should it be trained in school? To this question I answer "Yes," for the following reasons :—

1. Because the muscles of children are more susceptible to training than those of older people.

2. Because the more extended use of the hand as a means of promoting real mental growth is in harmony with the foundation principles of education. "Children learn by doing" is a principle that admits of a much wider application than has yet been given to it. The hand is the agent of the mind, and forms one means by which the mind acquires knowledge, and makes the results of its thinking take a visible form. The hand acts only as it is directed by the mind. Before a child goes to school he has been learning more rapidly than he ever does afterwards. He has been learning through his activities, by doing, and chiefly by doing with his hands. He has experimented indefatigably and almost incessantly with the vast quantity of material with which his Creator has surrounded him in nature. He has constructed an endless variety of things with the available building material at his disposal, sand, stones, sticks, etc.; he has broken his toys, when his parents have been foolish enough to give them to him of too complicated a character, and worked with the pieces, he has kept his mother in constant terror by using every article in the house within his reach, and not too heavy to handle. Why does he spend so much time in working? Because doing is so perfectly adapted to his physical and mental development. All his building, making, and experimenting with material has been done in response to an unerring instinct which guides him in the course that secures for him the most rapid, the most definite, and the most comprehensive expansion of his intellectual faculties, in addition to the cultivation of his bodily powers. The mind acts with more concentration of attention when guiding the hand than at any other time. Observation, comparison, judgment are called into action in connection with every effort the hand makes, and this constant and interested exercise is their means of growth. Unfortunately the entrance upon school life generally puts an end to this development through the activities, and instead of educating our children in the fullest sense of the term, we too often make them what one writer calls too appropriately "stuffed parrots." The course of study and the discipline in many primary classes is such, that were the schools kept open for twelve hours per day, instead of five or six, the greater portion of the population of civilized countries would become weak in body and mind as the result of the injurious methods em-

ployed in them. The boy whose childhood is spent in the country has better opportunities for the natural development of mind and body than the boy who is brought up in a city or town. He comes more directly into contact with nature, he spends less time in school, he plays more, and his plays are of a less artificial character, and he is compelled to do a greater variety of work. By the time he has reached the age of fifteen the city boy has generally more learning, but the country boy has usually a greater capacity for learning. The advantage is decidedly in favour of the country boy. The power to gain knowledge is much better than knowledge itself. Statistics, so far as they have been taken, show that about seventy-five per cent. of the leading men of the American cities, of the judges, the ministers, the prominent lawyers, doctors, teachers, bankers, and successful business men, spent most of the first fifteen years of their lives in the country. Does this prove that education is a failure in qualifying men for successful careers? Certainly not. It does prove, however, that school education is not always real education. I urge very strongly the need of a revolution in the work of the lower primary classes. We should change the programmes, the methods, and the discipline of our schools so far as they relate to the first year of a child's life in them. The guiding principles which should underlie the amended schemes of work and management should undoubtedly be: (*a*) Let the child during his first year at school deal chiefly with real things, as he did before he entered school; and (*b*) Let him use things that he may learn not about the things themselves, but that through using them he may incidentally learn new facts, discover new principles, develop his perceptive faculties, and define his conceptions.

3. Because it is the right of every man to receive such an education as will best fit him for the successful performance of his duties in whatever sphere he may labour. I do not urge that education should be considered merely from a utilitarian standpoint. I would omit no opportunity for cultivating the physical, mental, and moral natures of children. I hold that our schools will fail, to a certain extent, so long as they do not fit every pupil to advance, as far as is possible for him, in the development of purity and truth; so long as they do not guide him towards the infinite source of all development, and lead him to hope for a perfect development in the life that is to follow death. Believing all this, I still regard it as nearly amounting to criminal negligence to allow our pupils to pass through their school life without giving them some definite industrial training. The majority of our pupils will have to earn for themselves and their families, not only the means of livelihood, but of the culture available for them, by the use of their hands. There is not a pupil in our schools, even among those who may not be compelled to work at manual labour, who would not find it to his advantage in the future to have well trained fingers. Surely these facts should convince us of the necessity for systematic training of the hand at the time when its highest culture is most possible and most easily secured.

4. Because the system of apprenticing boys and girls for the purpose of learning trades and occupations has been discontinued. It has disappeared through the instrumentality of trades unions, because it was unsuited to the tastes and customs of modern society, on account of the great increase in the use of machinery in manufactories, and because it was not in accordance with the principles of political economy. Adam Smith objected to it for the following reasons:—"It interfered with the property which every man has in his own labour, encroached on the liberty of employer and employee, restrained competition, continued for an unnecessary length of time, and failed to allow the rewards of faithful labour to be enjoyed as they were earned." Notwithstanding these inherent objections it had the merit of securing a class of skilled mechanics, and unfortunately nothing has yet been substituted for it which performs this important function in anything like an adequate manner. This radical defect must be remedied in some way. The best way undoubtedly is a comprehensive system of industrial training.

5. Because improving the mechanical skill of the industrial classes must add to the general wealth and prosperity of a nation. This is a "National Policy Platform" on which all parties can unite. Additional skill produces wealth in two ways: by saving time and by increasing the value of the articles produced. Mr. J. Scott Russell in his "Systematic Technical Education for the English People," says in regard to this question:—"The highest value in the world's markets will be obtained by that nation which has been at most pains to cultivate the intelligence generally, and afterwards to give each the highest education and training in his special calling."

6. The marvellous increase in the use of delicate and intricate machinery in manufacturing demands a more thorough technical industrial training on the part of those who are to use the machines. Dr. Mill, in referring to the well-known fact, that the first international exhibitions gave a rude shock to the English people, and aroused them to a realization of the fact that they were far behind several other countries in the excellence of their manufactures, says: "Beaten we were, and that disgracefully, too. . . . The lace-makers of Nottingham saw that foreigners came, purchased their machines, took them home to their own countries, and by setting a more intelligent and artistically-trained set of workmen over them produced a class of goods with which it was impossible for our people to compete."

7. Because the number of artistic manufactures is constantly increasing and their character varying, and consequently the workmen specially need skilful fingers that can adapt themselves to any work they may be called on to perform.

8. Because the wealthier classes are calling for a higher style of ornamental woodwork in their houses, and for more artistic furniture, etc., differing in construction and design from ordinary articles of a similar character. Machine-made articles are turned out in large numbers exactly similar in design. Those who can afford the luxury

are anxious to have something special, of which no one else can obtain an exact reproduction. They have to pay higher prices for such articles, and they gladly do so. A painting by a great artist is largely increased in value by the fact that no duplicate copy of it can be obtained. So with a work of art produced by a mechanic. The demand for such work is rapidly increasing. Tradesmen and mechanics of all classes are compelled to vary their workmanship continually. Those who best succeed in doing so can earn most money, and earn it most easily. All workmen may be aided in doing so by systematic manual training.

9. Because it will increase the prosperity of the working classes, and will elevate their social position. If a workman can, by a higher degree of skill, produce a more valuable article than he could otherwise do from a certain amount of raw material, he increases his own value to his employer, and will receive higher wages.

10. Because the moral effects of such a training are good. Improving a workman's position will make him more contented and happy. He will be more interested in his work, and more proud to occupy his sphere of labour, in proportion as he is able to excel in it. It will better the relationship between master and workman, and improve the character of the work done by artisans. Success will induce him to make greater efforts, and will enable him to surround himself and his family at home with many of the elements of culture and refinement. This manual training has also an important moral influence in moulding the characters of children. They are naturally destructive, but the same tendency which leads them to destroy will make them take a delight in work of a productive character if they are properly guided. It is a very important part of a child's moral training to make him constructive instead of destructive; and working under the guidance of a teacher is the best means of accomplishing this very desirable end. Thousands of children grow up with a contempt for work. They generally become in some way a burden to society. Gaol statistics show that three-fourths of the young men who fall into criminal courses are unable to work at any trade. "Labour, all labour is noble and holy." The only way to make this beautiful thought a practical verity is to train all children, rich and poor alike, to be able to work with their hands. This will not by any means make all of them mechanics.

II. What should be done in connection with school work to train the hand, and fit pupils for achieving greater success in industrial pursuits? Before answering this question in detail, I will lay down some general principles which I think should be carried out.

1. No attempt should be made to teach any specific trade.

2. There should be some work in each of the classes in Public Schools intended to develop hand skill.

3. Boys, as well as girls, should receive industrial training.

4. The work done should be of such a character that all the pupils in a class may engage in it.

5. Below the fourth-book classes, boys and girls should do the same

work ; above this grade the programme may differ, so that the sexes may engage in the work best adapted to qualify them for their future occupations.

6. The materials used, and the apparatus required, must be inexpensive.

7. The products of the work should be suited for practical use.

8. The work done in Public and High Schools should be supplemented by a few Technical Schools, and by evening Industrial Schools.

I recommend the following course of industrial work for the various grades in Public Schools :—

1. Industrial drawing should be taught in all the classes. The Kindergarten system of drawing is, in my opinion, best for first-book classes, and the "Walter Smith" system, approved by our Educational Department, is the best for the other classes. In this subject Ontario is making rapid strides. The thanks of the teaching profession are due to the Honourable the Minister of Education for the progressive and liberal course he has recently adopted in providing, free of charge, for the teachers of Ontario the means of learning how to teach this important subject, by establishing vacation drawing classes in charge of competent and experienced masters.

One of the great hindrances to the successful introduction of drawing into Public Schools everywhere has been the generally received opinion that "artists alone could teach drawing." This is a great mistake. Teaching and painting are both arts. It would be folly to conclude that because a man is a great teacher, therefore he can paint ; it is nearly as fallacious to conclude that because a man is a great artist, therefore he can teach. A good teacher with a fair knowledge of the principles of industrial drawing will be more successful in teaching drawing than an artist who has had no training in the art of teaching. It is full of promise for the future to see earnest teachers coming from all parts of the Province during their vacation to qualify themselves for teaching drawing in an efficient manner.

2. The "occupations" of the Kindergarten form the best basis for industrial training, and are perfectly adapted for introduction into the first-book classes in graded schools. They may also be used to a considerable extent in ungraded schools, as the junior pupils may be profitably occupied with some of them, without the direct supervision of the teacher, while not engaged in class recitation. These occupations were designed by Frœbel to occupy a part of the child's time during each day in the Kindergarten ; and are intended to continue in a more extended and more definite form under the guidance of the teacher, the same course of "learning by doing" practised by the child before coming to school. The more thoroughly one investigates his system of "Gifts and Occupations" the more clearly he becomes convinced of their adaptation to the nature of children from five to seven years of age, and of their power to attract attention and develope both the intellectual and the industrial abilities of the little ones. Many of Frœbel's beautiful Kindergarten songs

are also specially designed to cultivate the flexibility and power of the fingers. His gesture songs, and some of the most appropriate occupations, can be taught in the Normal Schools; and by means of vacation classes one lady from each county Model School could be trained in them. In this way all teachers coming into the profession would gain a sufficient practical knowledge of these songs and occupations to enable them to introduce them into their schools. One of the most important results of such a course would be that young teachers might learn that yawning and droning before a reading tablet is not the most effectual means of developing a child's intellect.

The Kindergarten occupations which I think might be satisfactorily introduced by teachers, without requiring to have an intimate acquintance with the principles and practices of the Kindergarten itself, are paper pasting, paper folding, sewing on cardboard, stick laying, mat-weaving, modelling in clay, peas work and drawing. It must be carefully borne in mind that these form but one department, and a comparatively minor one, of the Kindergarten.

3. For the second and third-book classes I recommend for both boys and girls, plain needle-work, especially knitting. We have experimented to a considerable extent in Toronto with a view of finding the most suitable occupation for the pupils in these classes, and can find no other that so satisfactorily fulfils the essential conditions as knitting. All can work at it and do the same kind of work at the same time; the process of learning it is progressive and can be illustrated on the blackboard, or with twine and large wooden needles (pointers suit admirably); the products are useful articles, and the finger cultivation is excellent. Practically it answers every test. The only objection I have ever heard raised to it was a simple sneer by a newspaper correspondent to the effect that "it would make the boys girlish." Personally, I have little sympathy with the customs of society which draw a sharp line between the habits of boys and girls up to the age of twelve. Boys would be improved by being in some respects more like girls, and girls would be much better if they were allowed to indulge in many of the exercises which boys alone are now permitted to enjoy. Boys have no right to a monopoly of the health-giving games, and of swimming, rowing, etc., nor should girls alone receive a training of their hands. It is somewhat unreasonable that the girls, whose fingers are cultivated at home by various kinds of needlework, household occupations, piano playing, etc., should be the only pupils for whose finger-training the schools generally make provision. The poor boys whose "fingers are all thumbs" for lack of exercise, and who require to have more skilful hands than the girls, have too long been neglected by the educators. As most educational reformers have been men, it may have been their gallantry which led them to devote so much attention to the hands of the opposite sex. But, independently of this consideration, the answer to this objection to knitting in schools is easily found. There is nothing inherent in knitting which makes it essentially the work of women only. It would be a poor definition of a man to

classify him as "the animal that does not knit." Willingness to work, habits of industry, and trained fingers neither degrade a man nor render him effeminate. Quite the contrary! The knitting of the future will not be done to a large extent either by men or women, but by machines, so that the objection raised will soon have less of apparent force than it has now. Do not boys dislike knitting? Decidedly not. They take a great interest in it, when it is fairly presented to them. Some even of our fourth-book classes in Toronto have done exceedingly well in knitting, and have entered with much spirit upon the work of making their own comforters, muffatees, etc. For rural schools where straw can be obtained easily, I recommend the plaiting of straw braid for summer hats in addition to needlework. It must be borne in mind that these occupations are recommended not on account of the practical use that may be made of them, but as means for training the hand, and incidentally for cultivating the mind.

4. For the higher classes, especially in cities and towns, I recommend the establishment of workshop schools, not, as I have already stated, for the purpose of teaching any particular trade, but to accustom boys to handle a few tools in common use. The ability to use a saw, plane, hammer, chisel and square well will be of service to a boy in any walk of life; and in acquiring this ability he must necessarily obtain practical experience and general ideas concerning the use of tools which will qualify him better for learning any trade or mechanical occupation.

Shop schools of this character have already been introduced very successfully into Boston and Gloucester, Mass., in connection with the Public Schools. They have long been conducted in England and in European countries as special schools, and as evening schools. Superintendent Marvel, of Gloucester, reports concerning them as follows:—"The class was first opened as a Saturday class, but as was expected, comparatively few boys were willing to give their holiday time to shop work. In October, 1880, arrangements were made to accommodate pupils in the carpentry class, one-half of each afternoon session on Monday, Tuesday, Thursday, and Friday of every week (two classes each session). By this change regularity and punctuality in attendance have been secured; and from a membership of thirty pupils, in three classes, there was an immediate advance to a membership of ninety-six in eight classes, each receiving one hour per week. A few girls (six) were permitted to join one of the classes in 1878. There are now two full classes of girls, and there is one class composed partly of each sex. The work of the girls is equally as good as that of the boys, and they seem to enjoy it heartily. The attendance is entirely optional, nearly one-half the pupils in the first and second classes of the two larger schools desiring to attend. There is no compulsion whatever, except that, while members of the industrial class, the pupils are required to be as attentive, industrious, and orderly as during any portion of their school work. There has been a training in the nature of the imple-

ments used, in the best methods of employing those implements, constant attention to those habits of method and system which are necessary to secure good work anywhere, and continued practice of the hand and eye in unison, requiring close application as well as clear perception and accurate manipulation. The result is tangible, and the proficiency is measured by no arbitrary standard of percentages, but is clearly defined, and may be estimated with much more precision than in any other line of school work. I do not know of any manner in which fifty to eighty hours can be employed in any form of education where the practical results can be more satisfactorily determined. If the pupil never sees saw, hammer, or plane again, the training he has received will be of value, whatever his vocation." The report from Boston is equally definite in its approval. It says:—"From the beginning the school went on with unbroken and successful regularity. The order was good, the pupils interested. It is delightful to see the eager desire manifested everywhere to do the day's work well. There was no absence, no tardiness. Here and there a complaint was made by the teacher of some second-class boy, that he was not doing his work well in his own room; but the pupil in every case was so anxious to remain in the 'carpenter's' class that a word or two of warning was suffieient to bring his performance up to the standard again. I consider that the results go far to prove that manual training is so great a relief to the iteration of school work that it is a positive benefit rather than a detriment to the course in the other studies." This last sentence is a practical answer to the objection that has, no doubt, arisen in the minds of some who have been listening to my suggestions. There is a large class of teachers, who when urged to introduce calisthenics, or music, or drawing into their schools, answer languidly, "We have no time for them." Experience proves as clearly as anything can be proved, that where most attention is paid to these subjects there is most time left for real work at the other subjects. The teachers who are foolish enough to attempt to make their pupils work sixty minutes per hour for six hours per day are bound to fail. It is physically impossible for human beings to do this, and at the same time work with the vigour and earnestness essential to success. The "fatigue point" is speedily reached in schools taught by such teachers, and mental work done after this point is comparatively profitless and fearfully exhaustive. Forty-five minutes per hour is the time for actual study in the best model school in Europe, that in Brussels. It is the weariness of school work that kills, and not the amount of work accomplished. The best relief for mental work is physical work, at calisthenics or some industrial work. In addition to this I have tried to show that the use of the hand in making things is in accordance with nature's method of teaching and is really the best method for developing (not storing) the mind. This view is sustained by a resolution adopted by the American Institute of Instruction in July, 1882, as follows: "We recommend the introduction into schools of instruction in the use of tools, not for application in any

particular trade, but for developing skill of hand in the fundamental manipulations connected with the industrial arts, and also as a means of mental development." The report concerning the shop schools, in connection with the Public Schools of Paris, where the pupils work a little more time than they study, says, "The boys who work and study fall very little behind the boys of the same age who do nothing but study. The working boys are remarkably healthy, strong, good natured and orderly." I wish these adjectives could be applied to all Canadian school boys. To make them do so, the first steps must be to let them "learn by doing," and to give them plenty of calisthenic exercises every hour they are in the school-room. One hour per week spent in working with tools would aid in securing the more rapid advancement of the pupils in their studies, even if it were only to be regarded as a change of work, and a relief from the weariness of constant application to study. It would be of still more importance, however, by affording the mind an opportunity for development in the most natural manner by requiring concentrated action of the mental powers to guide the hand.

For the senior girls the most useful occupation is that connected with a training in the various kinds of sewing, and in cutting out and fitting the most simple of their own garments. Cutting from patterns is an accomplishment that can be taught by the regular teachers in cities and towns. In rural districts so few pupils are old enough to receive this kind of instruction and so many of the teachers are men, it will generally be found best to confine the industrial work there to the course recommended for the lower classes. Male teachers will usually be able to find some of the older girls who can illustrate the steps in knitting to the younger pupils. In cutting out, old newspapers should be used instead of cloth, until a sufficient degree of proficiency has been acquired.

It may be objected that Canada is not a manufacturing nation, and therefore we do not need to give our children an industrial education. I answer again that the education for which I plead is not an education "in industries, but for industries," and such an education will be most beneficial to all who take part in agricultural and mechanical pursuits. There can be no doubt that in all the civilized nations of the world educators are now giving more attention than formerly to this important subject. In addition to the large number of technical and polytechnic schools throughout Europe, schools for special trades are rapidly increasing. There are over fifty in Belgium, more than a hundred in Switzerland, nearly fifteen hundred in Germany, and nearly a thousand each in France and Austria. Nearly fifty institutions for training in agriculture and mechanic arts have been founded in the United States, and under the patronage of the central Government they are rapidly increasing. To use the words of President White of Cornell University, "This movement is not to be scolded out of existence by solid review articles, or pooh-poohed out of existence by pleasant magazine articles." There are two respects in which educational efforts in industrial education appear to me to be defective:

(1.) Most of the attention paid to the subject has been given to the higher industrial institutions, the Scientific and Mechanical Universities, to the neglect of a broad primary course as a foundation for this superior training. (2.) What little attention has been given in Public Schools to industrial training has been given to the girls, who need it least, because they receive most of such training at home. I have tried to suggest a remedy for both these defects; a remedy such that it will also aid in securing a better education in the ordinary branches of the Public School course.

HOW TO SECURE THE PERMANENCE AND TO INCREASE THE EFFICIENCY OF COUNTY MODEL SCHOOLS.

BY G. W. JOHNSON, H.M.M.S., HAMILTON.

MR. PRESIDENT,—There should be no need to argue in favour of the professional training of teachers, yet the necessity of it is only now beginning to be realized by those to whom it is of the first importance—parents and trustees. The architects and designers of our dwellings must serve a long apprenticeship, but, until lately, little or no effort was made to see that the moulders of the minds and manners of our children had any natural or acquired fitness for the work. The doctor who looks after our physical health an hour or two a year must study long, walk the hospitals, and practice on the inmates before he is turned loose to practice upon the public; but the guardian of the minds and morals of our little ones during half their waking hours from five years old to fifteen has generally been judged, as to his capacity to *teach*, by his capacity to *learn* that "times are very hard this year;" and, as to his *disposition*, by his disposition to "take a little less." No wonder the teacher selected on the basis of these qualifications drags through the day's work as an intolerable task, and, at four o'clock, pockets the school-house key and his responsibilities together.

The teacher is an absolute monarch; his word is law from which there is no appeal; and his modes of thought, morals and manners, live again in his subjects, To rule his little realm wisely he must himself be wise—must know something more than that trite and doubtfully wise saw which has been responsible for a great many unjust floggings—"spare the rod and spoil the child." *Spoil* the rod and *spare* the child is often greater wisdom. It has frequently been said, "Any one is good enough to teach school;" but it is now beginning to be thought that *few* are *good* enough and *wise* enough to discharge aright the teacher's grave responsibilities. Said one, "Let me make the *songs* of a people and I care not who makes their *laws*;" he might with equal force have added, "See to the proper training of the child till he is fifteen and I care not who afterwards

assaults him with the sophistries of Evolution or preaches to him the infidelities of Free Thought."

While parents and trustees were seemingly indifferent to the true interests of the rising generation, the State, no longer willing to jeopardize the welfare of its future citizens, stepped in with our Common Schools. Our school system has grown, step by step, out of the wisdom of a Ryerson, a Crooks, a Ross, and many others, and has received (I say it with all modesty) the encouragement and best thought of the teachers of the Province who year after year for twenty-four years have met, as now, in Convention to consider and discuss matters of educational import. One by one old methods that have served their day have been reverently laid aside, and new ideas have been introduced, till we have to-day a school system of which every Canadian may justly feel proud, though no one yet claims for it perfection. I feel confident that all will agree with me in the opinion that, of all the *good* features added to our school system during the past ten years, none approaches in importance that of County Model Schools.

When the system was inaugurated, seven years ago, it was an experiment, and, as an experiment, it has been wonderfully successful. Since its inception it has been greatly modified and improved, chiefly through the experience and suggestions of the Model School Inspectors, one of whom I am very glad to see in a position *now* to carry out what he *then* could only recommend. I doubt not the Hon. G. W. Ross, Minister of Education, will take great pleasure in carrying out the many valuable suggestions of Mr. G. W. Ross, late Model School Inspector. When Model Schools for training young teachers *how* to teach were first instituted the work was new to the most of us; each had his own way, and, perhaps, not always the best way; but, right or wrong, the heartiness with which each Model School Principal entered upon his duties and strove to perform them to the best of his ability must have been highly gratifying to the Education Department. A great deal has been done by Model School Principals, by County Inspectors, and by the Model School Inspectors to unify the system throughout the Province; and, now arises the question: What more can be done to ensure the permanence and increase the efficiency of County Model Schools? To ensure their permanence they must be made efficient; and to make them more efficient certain changes in the System are, to my mind, absolutely essential.

THE LITERARY EXAMINATION.

It would be impossible in the short time alloted me to go over the whole Model School ground; but, for the purpose of evoking discussion, I may be permitted to mention *some* of the points in which a change for the better is desirable, and, with your permission, suggest a remedy. If it be *true* that the *object* of County Model Schools is to instruct young teachers *How to Teach and How Manage a School*, then the following should at once be transferred from the Model School Course to the Literary Course :—Reading, Mental Arithmetic,

Hygiene, Review of the first four classes of the Public School Course. When Model Schools were instituted there was a good and sufficient reason for making Reading *one* of the subjects to be taught in them. In very many High Schools no Reading, as Reading, was taught to the pupils from the time they passed the entrance examination till they left the institution armed with a certificate to teach. The result was that many of the teachers turned out were worse readers than the pupils they were expected to teach. Hence Reading was placed in the Model School Course. That reason no longer exists, for, I am glad to say, one of the first acts of the present Minister of Education was to make Reading an obligatory subject in the High School Course. And the same with Mental Arithmetic; little attention had been paid to this valuable mental drill, but it, too, is now in the High School Course. Hygiene should be placed there at at once. Penmanship is shamefully neglected in every direction. County Boards frequently complain that much of the writing of candidates is scarcely legible. Perhaps the prevalence of head-line copy-books is to blame for the fact that the teacher is often the worst writer in the community. Yet, if a teacher cannot himself write well, he *cannot* make good writers of others. All his blackboard work will be a standing invitation to the pupils to copy his carelessness. Drawing and Vocal Music Theory are, I think, on the High School Course now; if not, they ought to be. To review the first four classes of the Public School Course, except incidentally, has been found by Model School Principals, an utter impossibility. What with teaching Reading, Mental Arithmetic, Hygiene, and reviewing, all the time of the session is consumed, and no time left to take up Model School work proper, namely, to teach young teachers *how* to teach and *how to* manage a school. Send to the Model Schools student-teachers well up in Reading, Mental Arithmetic, Hygiene, Penmanship, Drawing, Music Theory, and the rest of the subjects in the Literary examination and leave Model Schools to do Model School work proper, and the first step will have been taken to make them efficient.

DISTRIBUTION OF MODEL SCHOOL STUDENTS.

The number of teachers-in-training varies greatly in the different Model Schools throughout the Province, and a more even distribution is desirable. Last year there were forty-two County Model Schools, and 820 teachers-in-training—an average of about twenty student-teachers per school, at an average cost to the County and Province of about $17.50 for each teacher trained. But while some schools had more than twice the average number, there are two schools that have trained only six teachers each in two years, at a cost, irrespective of fees charged, of $100 for each teacher trained. Another has had only seven in two years, two have had twelve, and so on. It may be asked, Why not close these smaller schools, or amalgamate them with a larger? Because, where Boards of School Trustees have gone to the expense of an extra room, and have made other arrangements

for carrying on Model School work, it would be manifestly unfair for the Department to break faith with them. Let the same course be pursued as in the Toronto and Ottawa Normal Schools: their numbers are equalized by the applicant being instructed as to which school he shall attend. It is, therefore, recommended that at the close of the Third Class Literary Examination in July the Department notify those who have passed as to which County Model School they shall attend. Most Model School students have to leave home, in any case, to attend the Model School, and a few miles more or less would make little difference. There would be no difficulty in thus distributing the Model School students, for the Department is in possession of the address of each candidate. We would then no longer have one school with over forty teachers-in-training and another with four. The young women could be assigned to the nearest schools, and the young men sent to those farther away.

MODEL SCHOOL EQUIPMENT.

An extra room for Model School purposes is indispensable, and the Provincial Grant ought to be withheld from such schools as do not comply with this necessary regulation.

The complaint has been made that the Model School grant of $300, partly from the County and partly from the Province, is not sufficient to make up for the extra expense of a separate room, extra pay to the Model School teachers for their additional labour, and compensate for the interference of the Model School with the regular school work. There *is* extra expense for the separate room; there *is* a *great deal* of extra work for the Model School masters; but I deny that a Model School, of say twenty-five teachers-in-training, properly conducted, is *any* hindrance to the regular work of the school. On the contrary, it is a positive benefit, in that it has a stimulating effect upon the work of every division visited by the student-teachers. Though the teaching of the student-teachers may lack much of the merit of the regular teacher's work, the subject is presented to the children in so great a variety of ways, and has such a zest of novelty in it, that pupils in the model school classes frequently stand much higher at examinations than those of the same grade taught by the regular teachers.

Very little Model School work can be effectually done before and after school hours. An hour a day may, perhaps, be profitably spent by the Principal in lecturing, and criticizing the work gone over; but if student-teachers are to be taught how to teach and manage a school, they must be taught with a class before them, and by living example rather than precept. *This* the Principal can do if relieved of the burden of teaching Reading, Mental Arithmetic, Hygiene and reviewing the Public School course; and still better if further relieved from all other school duties during the Model School term. If only relieved of other school duties during the first six weeks of the term, he can accomplish a great deal; and if not relieved at all, but permitted to exchange classes with other teachers, taking the student-teachers with

him, he can still do very effective work, by teaching in their presence and explaining as he proceeds the how, why and wherefore of every step he takes. If the teacher is relieved from all other school duties during the whole term, he should be permitted to draft from the other classes about forty pupils of all grades, and place them in the extra room provided. Here, during school hours, he will organize a school, and teach in the presence of the Modelites during the first three weeks of the session, explaining every step and the reason of it, and requiring the Modelites from time to time to take such notes as he deems essential of how he teaches and manages, and the reasons for the same. He will also spend one hour a day after school in lecturing upon the theory of Education and the School Law and Regulations, so far as they concern the relations which teacher, pupil, parent and trustee bear toward one another, the nature of school forms, reports, etc. During the second three weeks the Modelites will teach the same class under his direction, those not engaged in actual teaching taking notes, that they may be able to criticise, in a friendly spirit, the methods followed. This special class, having pupils of all grades, will be something of the nature of the mixed school which the new teachers, when fully fledged, will be called upon to teach. During the second six weeks of the session the student-teachers will be in the assistant Model School Teachers' rooms, changing once a week, practising teaching, and observing the teaching of others. The Principal, being free, can pass from one room to another, note the progress made, and enter marks in the training register. The assistant teachers should briefly enter in the Modelites' criticism book (a book supplied to each Modelite for that purpose, and by him laid upon the desk when he assumes charge of the class) any remarks they may deem necessary. These criticism books are then laid before the Principal for his inspection every day at the lecture and criticism hour, which may be before or after school hours. In schools in which the Principal is relieved of other school work during only the first six weeks of the session, the same course should be followed during those six weeks as has been already described. During the second six weeks, the Principal, not being free, but having charge of a class of his own, will have to rely upon the remarks made by his assistants in the Modelites' criticism books, and on his own observations of the teaching done by the student-teachers in his own room, for the material upon which to base his lecture at the criticism hour before or after school hours. If the Principal be not relieved from other school work at all during the Model term, he should be permitted to take the student-teachers with him to any room in the school, and send the teacher thereof to his own class. In this way, day after day, exchanging with other teachers, he can take in all the grades in the school. His manner of teaching and conducting these classes should, during the first six weeks of the session, be the same as where the Principal is relieved from all other school work. During the second six weeks of the session he would have charge of his own class, and would have to manage as when the

Principal is relieved during only the first six weeks of the term. The point which I wish to enforce is, that the student-teachers should be taught how to observe, for at least three weeks, and practice the principles inculcated another three weeks, under the direct supervision of the Principal, before they are sent to the different rooms to practice teaching, and be marked according to their success or non-success. How to teach and manage a school should be the whole burden of Model School work during the first twelve weeks of the term. The final examination should occupy the whole of the thirteenth week (but of this I shall speak more particularly hereafter). In view of the importance of the Principal's being relieved from all other school duties during the Model School term, the Education Department might discriminate by grants in favour of those schools in which he *is* free, for a whole or part of his time, to devote all his energies to Model School work. Let the County grant remain as at present, but to those schools in which the Principal is wholly relieved, let the grant be $250; if relieved during the first six weeks, $200; if not relieved at all, $150, as at present.

REVISION OF THE SYLLABUS.

If the *object* of Model Schools is to *teach young teachers how to teach and how to manage a school*, the Syllabus should be so revised as to embrace only Education (how, when and what to teach) and School Law (that is, how to manage a school, including making out reports, keeping registers and so much of the law and regulations as defines the duties of teacher, pupil, parent and trustee in their relation to one another). Drill, calisthenics, calisthenic-songs, and the thousand and one little arts that the live teacher resorts to to break the monotony of everyday routine, would be incidentally learned by the student-teachers by observing the Principal and his assistants at their every-day work. Only Model School work should be done in the Model Schools, and the Syllabus should divide the work into twelve portions, corresponding to the first twelve weeks of the term—the first essentials to come first on the programme. When the present Syllabus was framed it was excellent in its way; in fact, the best and only guide Model School Principals had as to the nature of the work expected of them. But, as it was not arranged in the order in which the work should be taken up, some began at one point and some at another. The result was that the Model School Inspector, at his visit of inspection, was often at sea, not being able to ascertain how effectively the work was being performed, since he did not know exactly what portion of it had been gone over. With the plan recommended, the first knowledge essential to the student-teachers would be sure to be dwelt upon first; and the Model School Inspector would know just what to expect, and would be able, by advice and suggestions, to correct any erroneous impressions that may have been conceived. I repeat: The burden of Model School work should be how to teach and manage a school, and a new Syllabus should be framed, with *this* as the central idea.

UNIFORM EXAMINATIONS.

As Third Class Certificates are now valid in any part of the Province, and hence provincial in their character, the Professional as well as the Literary Examination should be uniform all over the Province. It is notorious that in some counties the Professional Examination is absurdly easy and in others ridiculously difficult, and altogether outside of the field which Model Schools are expected to cultivate. In some counties all the examination is oral, in others none is oral; in some counties the Model School Principal, who ought to be best qualified to express an opinion as to a particular candidate's aptitude to teach, has a welcome voice in the matter; in others he has none. There is no uniformity; and as the certificates granted are provincial, there should be, as far as possible, uniformity in granting them. It is, therefore, urged that the final examination should occupy the whole of the last week of the term, and consist chiefly of the candidate's actual teaching in the presence of the Examiners; that uniform papers, with full instructions for conducting the examination, specifying the subjects to be taught, etc., be prepared by the Education Department, as are the papers of the Literary Examination. It may be urged that a week spent by the County Board of Examiners would entail too great an expense upon the county in paying for their services. Of this I shall speak presently.

REMODELLING THE COUNTY BOARDS.

It is said, and, I think, with truth, that many of our County Boards are composed largely of individuals who have never had any practical experience whatever in teaching school. If this be so, it is absurd to expect these gentleman (excellent gentlemen, I grant you, and finished scholars they may be) to be capable of expressing an intelligent opinion as to the fitness of a candidate to receive a certificate as well and duly qualified to teach school. As it is proposed to make the Professional Examination occupy a whole week and be a practical test of the candidates' aptitude to teach, I would recommend that the County Boards be remodelled so as to consist of only three members; and, in order that these should be practical teachers, I would recommend that it be composed of the City, Town or County Inspector (Chairman), the Principal of the City, Town or County High School, and the Principal of the County Model School. If Model Schools are to be efficient, the Model School Examinations should be a test of efficiency. As to compensation for their services, this new Board would require to be paid, at $3 each per day for six days, $54. Of the fund from which this sum should be paid I shall speak under the head of

MODEL SCHOOL FEES.

A few of $5 is now charged each student-teacher. If there be in each Model School an average of only eighteen student-teachers the fees will amount to $90 per school. From this $90 should be paid

the $54 to the County Board for their services; and the balance of $36, from year to year, should be applied to the purchase of a good Model School reference Library, to be the property of the School Board, but open to the free use of the student-teachers, as well as the teachers in the regular employ of the Board.

SECOND TERM.

As many County Boards feel a delicacy in refusing certificates to candidates who are not *fully* trained, because there is but one Model School term per year, and *some* candidates, through sickness or other causes, are unable to attend the first term of the Model School, and many appeals are not decided till the session is far advanced, the Department should select, say five, conveniently-located Model Schools for a second session during the first three months of the following year. In order that the new student-teachers may be properly distributed among the second term schools, it would be the duty of County Boards to furnish the Department, at the close of the December examinations, with the names and addresses of such candidates as fail, yet deserve a second trial, and also of the other classes mentioned, who, for satisfactory reasons, were unable to attend the first session. The Department could distribute these among the second term schools as might be convenient. The fees would go to pay the expense of the examination at the close, as in the first session; but, as counties could not reasonably be asked to make a second grant, a second provincial grant of $300 should be paid to each of the second term schools.

THE TRAINING REGISTER.

I have always considered it of far less importance that a Modelite should be *marked* in the Training Register than that he should become thoroughly trained in the best methods of teaching and managing a school; and I care very little, therefore, what method of marking is pursued. No doubt a candidate should be judged partly by his session's record; but his certificate should depend in a great measure upon the final, practical examination before practical teachers. The present style of marking and of headmaster's final reports is vexatious in the extreme. For myself, I followed last year the plan of marking recommended by Mr. Inspector Ross in the Minister's report of 1882, and found it much more satisfactory. I am clear, however, in the opinion that if a Training Register is kept, and is open to the inspection of trustees in search of a teacher, no marks should be entered in it except by the Principal or *well*-qualified assistants.

THIRD-CLASS CERTIFICATES PERMANENT.

Third-class certificates are now provincial; I see no reason why they should not, on certain conditions, be made permanent. Let us suppose that at the bottom of the certificates granted at the close of the present year, there are printed, in blank, three endorsements, the

nature of which I will explain as I proceed. The teachers, armed with these certificates, may teach next year in any county in the Province. In December of next year they would send their certificates to the Inspector of the County in which they had taught. The Inspector would lay them before the County Board. The County Board would fill up the first endorsement as follows: This is to certify that A. B., a third-class teacher of the first year, taught ten months during 1885, in S. S. No. 4, in the Township of Binbrook, County of Wentworth. His success (may be marked 1 or 2, or 3 or 4 or 5—5 being the highest). Signed by the County Board of Examiners for the County of Wentworth. The certificates would then be returned to the teachers. As soon as any teacher's certificate is marked 5, he is eligible to attend the Normal School (having, of course, previously passed the second-class Literary examination.) During 1886 these teachers may be teaching in other counties. In December they would send to the Inspector of the County, in which they had taught, their certificates for a second endorsement: "A. B., a third-class teacher of the second year," etc.

The third year these teachers would send in their certificates to the Inspector for the last time. If they have taught in three different counties, of course the endorsements will be by three different Boards. When the third endorsement is filled up, the Inspector, instead of returning the certificates to the teachers, would send them to the Minister of Education. If, in his opinion, the endorsements show that the teacher has been eminently successful, he would endorse it, "Permanent Third-Class Certificate," and return it to the Inspector to be handed again to the teacher. If, in the opinion of the Minister, in the light of the County Boards' endorsements, the candidate has not been, and never will be, a live, first-rate teacher, the certificate should be destroyed, and no after certificate of any grade granted to such teacher. None but the best teachers would thus receive permanent third-class certificates. It may be said that this would destroy the incentive to attend the Normal School and secure a higher grade of certificate. Not at all. A first or second-class certificated teacher will always command a higher salary than a third-class, and salary would be sufficient inducement to make those qualified push forward.

It may be asked who is to know what the success of the teacher has been during the year? The Inspector. It frequently happens that a teacher who promised well in the Model School makes a total failure during the first year of his teaching. Next year he removes to another county, and makes another failure; the third year still another county bears the burden of his non-success. With endorsements upon the certificate trustees would soon learn to examine a certificate before engaging a teacher. It may be urged that there would soon be so many permanent third-class certificated teachers that young teachers could not find schools. In that case, it is certain that a third-class teacher live enough to receive a permanent certificate, would be better than an untried one, or even a third-class teacher of the first or second year.

Mr. President, I believe that County Model Schools will remain permanently a feature of our school system. I know that Model Schools are doing a great and good work even now; and I am equally confident that if the literary subjects now in the Model School course be transferred to the literary course, and Model Schools left to do Model School work proper (how to teach and how to manage a school); if a system of equalizing the number of student-teachers in the several schools be adopted, so that one school shall not be over-crowded and a neighbouring school depleted; if the Department make it, by amount of grant, plain to Boards of Trustees that it is to their interest to relieve the Principal from other school duties during the Model School term, and allow him to devote his whole energies to Model School work; if the Syllabus be so revised as to embrace only Model School work, and *that* be taken up in proper order; if the professional examinations be made, so far as possible, uniform and practical; if County Boards be remodelled so as to consist only of practical teachers; if some schools be named as second term schools, to which the half-trained and late candidates may be admitted; if part of the fees be applied to the purchase of a Model School Reference Library; if the training registers be simplified; if the three years' test be made to determine whether the candidate shall receive a third-class certificate or no certificate of any grade for all time—the efficiency of County Model Schools will be greatly increased.

STATUS AND VALUE OF THIRD-CLASS CERTIFICATES.

MR. F. H. MICHELL, PERTH.

Mr. President and Fellow Teachers,—We all are proud of the system under which we labour. We are consoled amid the difficulties that so frequently beset us by the thought that we are the makers of the state; that the character of the nation for weal or for woe depends, to no inconsiderable extent, upon how we do our somewhat obscure work. Somebody has said that Canada is the young Titan of the North, destined to produce the poets, statesmen and philosophers of coming ages. Lest this giant, like those of old, endeavour to pile his Pelion upon Ossa, and like them also perish miserably, it behoves all in authority to see to it that the standing of seventy-five per cent. of the teachers of our youth is not inferior to that of teachers in other civilized countries. "As is the teacher so is the school" has passed into a proverb. As is the schools so will be the nation is equally true. How important then that a portion of our population should be induced to make teaching a profession, and should devote themselves toward this end from their earliest youth. That no very small percentage of our present army of teachers has simply taken to the calling as a temporary

makeshift, with the intention of deserting at the first favourable opportunity, is proved by a careful perusal of the Minister's Report for 1883. We find that 430 teachers retired during that year. 3,471 Third Class teachers are reported, whilst those otherwise certificated number 633 (an increase of 121 over 1882). This means that with all our expensive machinery of Normal and Model Schools for professional training, and our High Schools and Collegiate Institutes for non-professional training, the supply of certificated teachers has decreased, and the number of those temporarily certificated—or mere ephemeral teachers—has largely increased. I propose in this paper to discuss the causes producing such a result, and to suggest the remedies to so obvious an evil. Any criticisms I may make are not those of the fault-finder, but of the truth-seeker. My vocation as a public officer enables me to study the question in its details, and if my remarks do not meet with the approval of my fellow-educators, I sincerely hope that dissent will be expressed in order that good may be the result. The conditions necessary for securing a Third Class certificate are as follows:—

1st. Candidates are required to furnish satisfactory evidence that they are of good moral character. Testimonials in reference to this matter must accompany applications for both the non-professional and professional examinations. And we, as a class, have reason to be proud of our moral standing. I believe that in this regard we compare favourably with any other calling or profession.

2nd. A difficult non-professional examination has to be passed, embracing a list of subjects and demanding a percentage which, when we take into account the comprehensiveness of the papers set, will compare favourably with the admission examinations into Medicine, Law or the Church. In the two former professions the admission examination is the only essentially literary examination required. Succeeding examinations of the course are purely professional.

3rd. Then comes a short but comprehensive course of training at the County Model School. Another more or less severe written examination and the successful candidates are duly certificated for three years. In Law one non-professional examination is required, and two or three professional at intervals of two or three years. In Medicine, one non-professional and two, at least, professional at similar intervals.

The non-professional examination embraces, for the most part, the subjects that teachers should be acquainted with. Reading and writing have received representation by a recent regulation and rightly so. These subjects cannot receive the necessary attention at the Model School. The regulations require Third Class teachers to present themselves for re-examination upon the non-professional subjects before a renewal of their certificates can be granted. The reason assigned for this anomaly—for it is peculiar to the teaching profession alone—is, that the subjects are apt to be neglected, and that teachers are inclined to fall into the sere and yellow leaf as regards scholarship. The same principle carried into effect in the

other professions would be attended with disaster. Imagine a worthy M.D. plodding at his Gray, with an examination in the near future, in fear and trembling lest the faculty deprive him of his license to practise. He would probably neglect his professional work and his patients would neglect him. The three years' restriction seems to be a relic of primeval legislation when the teachers were such bad scholars that time had to be given them to work up to proficiency. With our modern system of secondary education such precautions are unnecessary, because they cause a useless and hurtful distraction from the really important work of practical education. The high standard demanded and obtained by Third Class teachers since 1880 is a guarantee of sufficient scholarship to teach any school for which they ought to be eligible. Incessant drudgery over the same worn and thread-bare course of study will never have a tendency towards progress, but must rather engender distaste. If any work needs re-examination it is the professional. A practical method for inducing teachers to a love for their work and desire for progress therein might be sketched as follows:—Third Class Certificates might be granted for three years as at present, renewable upon application, provided the teacher had displayed those qualities of mind and heart necessary for success in any calling—diligence in the work of the school, attention to methods and principles of the profession, and zeal in the discharge of his duties. If deficient in these particulars the invigorating tonic of another session at the Model School should be prescribed. Should the teacher give satisfaction in all respects, and desire a distinguishing grade of Third Class, a second examination on methods, literary work, and professional routine might be established, to be held concurrently with the non-professional examinations. Such an examination would incite teachers to study from a laudable impulse—professional advancement.

This Third Class A. would be intermediate between an ordinary Third and Second B. Such a course would induce the teacher to become a thinker and a reader instead of a "dumb driven creature," plodding wearily over the same old monotonous non-professional curriculum. In my experience, teachers fail, or at least meet with more difficulty in the professional work than in the non-professional. Thoughtfulness in the presentation of a subject, and the philosophy of our art are the most common wants of our teachers. Encouragement is not offered to Third Class teachers to proceed onward on a new and progressive line. Hence many fall sick by the way and drop from our ranks. Real love for the profession is a most uncommon thing, and without this the teacher is "poor indeed." Though a teacher speak with the tongue of angels and hath not this love he is as a sounding brass and a tinkling cymbal.

Well, Sir, I have considered at some length the intellectual and moral status of Third Class certificated teachers. All the professions acknowledge the worth of the training given to our teachers, and many universities and medical colleges have accepted the non-professional examination as sufficient guarantee of literary standing.

Is the social status of the holders of these certificates at all commensurate with the high standard of the certificate? If, as a prominent educational journal recently affirmed, the status of the teacher is below that of the butcher and baker, and if it is also true that his educational standing is equal to that of so-called professional men, it certainly is high time for all educators to make an effort to occupy that position that their acquirements warrant. What are the impediments to the recognition of the teacher as a social factor? These are not far to seek. The teacher does not become a determinate unit of any community. He is a mere bird of passage—here to-day, away to-morrow. Those who teach are responsible for a part of this state of affairs. The teachers of 1883 are not the same as those of 1884. Minerva, the goddess of the liberal arts and sciences, is fabled to have sprung, fully armed, from the head of Jupiter. Similarly, from our ranks are drawn the presidents, the clergymen, the doctors, the lawyers and the book agents. The teaching body impoverishes itself in order to enrich the other professions, at an immense annual loss both in experience and intellectual force, for our best generally make headway against a sea of troubles, whilst our worst, after trying divers other mines of wealth, such as the book business, etc., return to our ranks sadder, it may be, but too often not wiser men. No one can censure a young man for possessing a lofty ambition. Let all aspire. The dignity of the labour of the lawyer or doctor is of a higher order than that of the rural teacher. But, in too many cases, the work of teaching is undertaken for purely material ends. No interest is taken in the work other than that it will produce the wherewithal for a course in law or medicine. Such teachers cannot but degrade our calling. Can nothing be done to remove this evil by regulation? A judicious grading of certificates would have a tendency to lessen this evil, because an inducement would be offered to show as much improvement as possible in the school, so as to become a candidate for a higher grade. The teachers' agreements should not be for any special time, but for an unlimited period, at a salary of so much per annum. This bugbear of annual application and annual dickering with trustees is another feature peculiar to this calling. It is disastrous to the dignity of the teacher. Another obvious remedy to this frequent change of teachers would be an increase in the number of the *personnel* of rural school boards. The change in this direction recommends itself to those who have the opportunity of comparing town and village boards with those of rural sections. It is, of course, granted that township boards are to be preferred, but the movement in this direction is decidedly unpopular. An increase in the number of the board is the next best remedy. The teacher is too often the victim of ignorance and prejudice under the present system. A schemer could not manipulate a board of five with as much ease as one of three, where he and his neighbour probably constitute a quorum. Some recommend a general compulsory increase of salary, on the assumption that teachers would be induced to do better work if they received better pay. Salaries are stipends

for regular and continuous service. Third Class teachers' salaries are, in my opinion, fully equal to the worth represented. The people, as a general rule, are not averse to paying good salaries, but they object to pay a large salary for an inferior teacher. The quality of work regulates the salary, and not the salary the work. The good teacher has no difficulty in obtaining a good salary. It is an evident injustice to legislate the salaries up, irrespective of the professional ability and earnestness of the incumbents of the positions of teacher. Teachers too often think that everything ought to be done for them, and little or nothing by them.

Another impediment to the dignity of our calling is the lack of interest of the general public respecting school affairs. Even parents take but little interest in the management of the school unless their children are punished too severely or fail to be promoted as rapidly as they desire.

A larger school board would have a tendency to awaken a deeper interest in school matters since a regular quarterly visiting board could be appointed and the magnetism of numbers would add to the interest of board meetings which at present are mythical in so far as rural school boards are concerned. These are some of the disadvantages of the calling, and these legislation can either remove or diminish. But there are faults on the part of teachers which must be corrected before we can expect the teacher to occupy that position in society for which his intellectual attainments and moral worth naturally fit him. To raise our status we must dignify and respect our position; love of our work and real earnestness in the prosecution of it are the grand desiderata of the teacher. Given these, and like the philosopher with his fixed point we can move the world. With these qualities nine out of ten of our teachers, equipped with the scholarship now demanded, will be successful. The possession of these qualities causes one to magnify the importance of the office. Teachers too often think of themselves as drudges and their life as a drudgery, and by a strange perversion of reasoning are annoyed when they are so characterized by others.

Another fault, too common amongst teachers of all grades, is the absence of philosophic study of their work. Proper methods of teaching the subjects of the curriculum are most important, but still more important is the reason why the subjects should be taught at all and the faculties sought to be educated by each different study. The object of education is not knowledge of the details of a subject, but the development of power in a faculty. The former is the means, the latter the legitimate end. The teacher who does not inquire into the "causes of things," who does not teach philosophically may impart facts but cannot educate. Under his teaching "knowledge comes but wisdom lingers."

Another fault, of late too prevalent amongst us, is the shameless way in which many of our ranks desert their employment without notice, and despite a written bond duly signed and sealed, for a more lucrative position. "Honesty is the best policy" in teaching as well

as other professions. Teachers to a man should join to repress this shameful abuse of a somewhat disunited employer. Further, our profession like others has its incidental disadvantages. Our work does not produce the *quid pro quo* so directly as many others. "A school," some one has said, "is a microcosm," a little world. The inhabitants of this world are not of our generation. The teacher's time is employed amidst the posterity of his co-existent generation, and the motto of these latter is too frequently, if not expressed at least tacitly implied, "what has posterity done for us?" So they heap up treasure for their children and forget to assist in the formation of that nobility of character without which greatness sits awry. Ours is a new country. Material advance is our idol. With all thy getting get riches has pushed aside the outworn maxim, "With all thy getting get understanding." The products of the teacher's labour are not appreciated by, I am afraid, a majority of our people. Cheap and incompetent teachers are engaged because they are cheap. The Department might without being charged with centralization and official meddling make it compulsory for the board of a section assessed at say over $75,000 to engage a Second-Class teacher. Third-Class Certificates at present have the whole Province as a field for their ambition. This regulation does manifest injustice to the teachers of the higher grade because Third-Class teachers can afford to underbid them since their educational and professional standing has cost them less. All certificates should be restricted to the jurisdiction of the body by whom granted. Third-Class Certificates cannot possibly be Provincial in point of fact whilst they continue to be granted upon examination by the County Boards.

Another evil to which our profession is heir is irregular attendance. The teacher is too often judged by the whims of the children and not upon his merits. Some wag has said that in Canada the child governs the mother, the mother the father, and the father, if he be a trustee, the teacher. Ask how the teacher is getting along and in nine cases out of ten you receive for answer, "Well, the children seem to like him or dislike him," as the case may be. Children are allowed to remain at home for all conceivable and many inconceivable reasons. Dislike towards the teacher is a very common reason given. Is our work to be judged by the whims and dislikes of children? It will be thus judged so long as the attendance is not made compulsory. The present so-called *compulsory clause* is as dead as the proverbial door-nail. The teacher is at the mercy in too many cases of every dissatisfied pupil who is able to reach the oversensitive heart of a too fond parent by a pathetic tale of woe. *Similia similibus curantur.* The law should touch the pocket of said sensitive parent acting as a counter-irritant to produce the desirable equanimity in the sufferer. A practical compulsory system of education is the natural sequence of any system under the supervision and management of the Government.

So much as to the status of Third Class Certificates and their holders. As to the value of the same I am able to say very little.

Economists tell us that there are two kinds of value: value in use and value in exchange. An article may be valueless in use and valuable in exchange and *vice versa*. The value in use of Third Class Certificates does not give a princely revenue, not even a taxable income averaging $322 for males and $190 for females for 1883. But the grand law of compensation comes into effect. That which in itself is low is raised and exalted from the fact that the status of teachers is the avenue to success in law, medicine and other professions. The coming M.D. passes the Intermediate and teaches a year or two to find out something about human nature, since the proper study of mankind is man. The lawyer too, deigns to pass through our portals. It was said of the last president. He once taught school, and the hearts of teachers warmed towards him. When will it be said of the coming school master. He was once president, and the presidents' hearts glow with admiration? And why not? Why should the teacher not take an interest in politics and the thoughts that shake mankind? Why should he be simply allowed to vote by an indulgent community? If intelligence is required in our representatives surely his claim cannot be denied.

In conclusion then let us briefly summarize the foregoing:—1. The non-professional examination is considered a sufficient test on which to grant a life qualification of this grade, valid in the country or district where received or in any other county after endorsation or attendence at its Model School.

2. Several subjects might now be struck off the list of the M. S. Curriculum. Mental Arithmetic is now a non-professional subject. Hygiene should be limited to school-hygiene which can be explained in a few lectures. If possible the reading should be made to extend over a certain ground. English literature and English composition should receive recognition. The philosophy of teaching as well as the method should be taught and explained.

3. Every inducement should be offered to teachers to induce them to make teaching their profession. The incentive of grading schools and Third Class Certificates might receive consideration, larger and more representative school boards would deal more justly with the teacher and cause more interest to be taken by the public generally. Certificates should be valid only within jurisdiction of their granters.

4. Teachers should endeavour to respect their calling as a step in securing respect for themselves.

5. Teachers should act in good faith towards the boards, and not apply for any position whilst engaged in another without the entire knowledge and approval of the board by which they are engaged.

6. Teachers should act in good faith toward each other and never undermine the reputation or endeavour to secure the position of another until such position is really vacant.

Nothing can cause salaries to increase but real worth on the part of the teacher, acknowledged by the Board. Certificates go for nothing without character. Boards will pay more liberally for an energetic Third Class teacher whose heart is in his work than for a

highly certificated one whose heart is in his salary. In the development of character legislation can do little for us. We must make ourselves more respectable as a class if we desire to secure the respect and dignity ungrudgingly rendered to other callings. But we need not utterly despair. We have advanced wonderfully during the last ten years. Permanence of occupation will soon place us in that position of dignity so devoutly to be wished. I am no pessimist, no prophet of evil. I believe in the destiny of our profession. The excellent work done by many who are not of us, but merely sojourners amongst us—the business way in which ladies and students often manage our schools—makes me proud of the natural talents and native honesty of the Canadian people. Were such persons still further actuated by that true loyalty to their calling, that real love that suffereth so much and is kind, that dignity and conscious worth so characteristic of the true professional, I am quite sure that the victory over the obdurate hearts of Trustees would be decisive. They would have to surrender unconditionally to such an army of "fair women and brave men." What we have done in the past is but an earnest of the things that we shall do. Truly we are the people, and wisdom will die with us. Let our star be not that of despair—

> Sad Hesper, o'er the buried sun,
> And ready thou to die with him,
> Thou viewest all things ever dim
> And dimmer, and a glory done;

but rather the star of the morning, the harbinger of the day—the token of hope—

> Bright Phosphor, fresher for the night,
> By thee the world's great work is heard
> Beginning, and the wakeful bird;
> Behind thee comes the greater light.

UNIFORMITY OF TEXT-BOOKS.

MR. WM. CARLYLE, WOODSTOCK.

In 1863, twenty-one years ago, Dr. Ryerson, in his annual report to the Government, said: "The paramount object of using a uniform series of text-books in the schools has been nearly accomplished." Four years later, 1867, he reported: "Uniformity of text-books in the Public Schools of a country has long been insisted upon by the most experienced educationists on both sides of the Atlantic, as of the utmost importance to the efficiency of the schools and the progress of the pupils. The question may be considered as so entirely settled by common consent in this province, that I need not again adduce the arguments and authorities of educationists in other countries, as I have done in previous annual reports, to evince the importance of but one series of text-books in the schools."

Had Dr. Ryerson been living in 1883, he would have witnessed in the opposition to a violation of the principle of uniformity by the adoption of two series of Readers, satisfactory proof that he had not fought and won in vain, the battle over text-books.

A system of public instruction implies legislation and governmental control. If a Government is clothed with authority to institute and provide for the maintenance of a system of education, it must be held responsible for its efficiency. The Government must determine what constitutes a school, who shall be its patrons, who its officers, who its pupils, what shall be the duties of patrons and officers, respectively. What shall be the privileges of the pupils. What shall be taught. Who shall teach. What shall constitute the requisite furnishings of a school, equipped so as to render the practical fulfilment of its design possible. The Government must supervise the schools, and satisfy itself that they *are* organized, maintained and managed, and accomplishing the great work for which they were established.

The Ontario system of education is erected on the principle of uniformity. A school in any locality in the organized municipalities is an exact duplicate of any other school in the province. Uniformity in the course of study. Uniformity in the standard for each grade of certificate. Uniformity in classification of pupils. Uniformity in text-books, and as a practical result of the latter, uniformity in departmental examinations for entrance to High Schools. And should the pupils advance further, they will find uniformity strongly marking the entrance upon any of the professional and arts courses, the passage through the various grades in them, and the final graduation.

Objections have been raised to this feature of our system. For example: To uniformity in classification of pupils, by means of promotion tests based on the instruction obtained through the use of the same text-books. Such a method, it has been said, discourages genius by reining it in and making it keep pace with mediocrity, while mediocrity is unduly pressed forward to keep pace with the gifted. Public Schools are designed for the masses, not specially for the precocious. Waiving the question, what percentage of our school population may be classed as geniuses, for which class should the schools be regulated—the genius or the mediocrity class? Precocious children, more than dull children, incur the risk of overpressure in school. If classification retard their forward movement it does well. Young plants that show a tendency to lengthen out too rapidly, are pruned back to strengthen them at the base, and to postpone their towering flight, lest their growth upward should tax their vitality. If classification be objectionable for Public School pupils, it is objectionable for all students who have one of two courses to face in a given time; pass the test, and move on, or be "plucked" and stay behind.

But examinations hurt the child. Preparation for them overtaxes his young, sensitive nature, necessarily leads to cram, destruction

of his mental digestion, and dwarfing his intellectual development. Does it injure the most delicate child to test his strength? Does he not daily and voluntarily make such tests and delight in them, and increase his strength thereby? Does it necessarily injure a pupil to test his powers and measure his acquisition of useful knowledge by telling orally or by written exercises what he knows, and exhibiting what he can do in the way of thinking?

But the competing for excellence excites him *and* his teacher. Do away with it all. Give him a lesson in the dead languages to *learn* and *say*, and let there be an end of it. A frowning terrible dominie in front of him, a dunce block to the right, the fool's cap to the left, and the taws behind him, will make a man of him.

Again, it is said all the pupils of the schools should not read the same books—that it reduces them all to the same dead level; and a variety of school diet instead is prescribed. How is this variety theory to be applied? Must every pupil repeatedly change his text books? Or is every pupil to use a different series of books? And granting this variety theory, who shall choose the books—pupil, parent, teacher, trustee, or bookseller? If this principle be carried to the extreme limit of permitting each pupil to use his own particular series of text-books, how many pupils will be assigned each teacher? Or shall the variety principle be violated and one series chosen for the entire school, and the doctrine of uniformity applied thus far at least? In either case should not the Government be requested to divest itself of all responsibility respecting the school, and leave it to regulate and maintain itself as private and independent schools do?

Admitting such a policy of self-regulation as applicable to a school established and presided over by a rector, to whom would be referred the choice of text-books and all other regulations, and whose patrons preferred an education for their children directed solely by him, and at their own expense, is it applicable to our Public and High Schools?

But why *reduced* to the same level, why not *raised* to the same level? The level is not objectionable if it is high enough, and its height depends on the character of the text-books, not on their uniformity, and certainly if the level be satisfactory the fact that all or even a fair proportion of the pupils reach it cannot be a cause of complaint.

Oral teaching is one of the glories of modern school work, and a good text-book is the mainstay of the teacher in supplying him, while taxed with the discharge of a multiplicity of duties, with mental diet for his pupils. Oral teaching properly directed is devoted to the elucidation of the subject treated of in the text-book. The text-book is for pupil and teacher. For the one to study, for the other to study and expound. It is the well-stored board to which the pupil is led by the teacher, at which they sit down together and hold fellowship, the older serving the younger.

The course of instruction in a text-book is arranged and developed

to meet the mental requirements of the student, and couched in precise language. The order of development is fixed and stationary. The pupil pursues the same line of thought at every review until the instruction becomes his own. The phraseology is appropriate, and it too is fixed. No bungling in the order of arrangement, no errors of thinking, no vacillation or misapplication of speech. The instruction drops into his intelligence in choice diction, takes lodgment there for reflection and reproduction, and does this because received through means of exact and significant speech, an essential condition of all instruction.

Permanency is a necessary feature of a course of instruction in any subject. Frequent change of text-books destroys it even in the case of experienced students, while with the beginner the interruption caused thereby is very serious. The pupils of our Public Schools, from circumstances over which they have no control, are compelled to endure irregularity of attendance and frequent change of teachers. If to these interruptions were added frequent change of text-books their condition would be well nigh hopeless. With the same text-book in their desk they can resume the work on their return where they left off when their attendance was broken; and, however, many teachers may succeed one another in the school. They will all necessarily pursue the subject in the same order, their different methods of exposition illuminating rather than darkening the instruction of the book.

Uniformity secures permanency on a still larger scale. Whatever exigencies of the parental roof cause a change of residence, so long as his removal is limited to his province the pupil, will find a school patterned after the one he left. His change of residence entailing a change of teachers and class mates, but no change in his course of study or of the books through means of which he pursues it.

Uniformity admits of class instruction. Simultaneous teaching is another feature of modern school work. But unless the members of the class use the same author, classification of pupils is a practical impossibility. And a dispensing with class instruction would necessitate an entire remodelling of the Ontario System of Education.

It would increase the number of masters ten-fold and reduce their present limited remuneration in the same ratio, while the amount of work now accomplished by them would, like the Dutchman's white-wood board in dry weather, shrink beyond the limit of vision.

Class instruction has other advantages than the economizing of the teacher's time and energies and cheapening instruction.

Class instruction and solitary pupilage develop different types of character. The isolated pupil loses much he would gain in the class. The daily mental attrition of the class-room does its work surely and well. Classmates like stones beneath the surf on the beach polish one another. The Master is the element above keeping them in motion. But it is the mutual contact that removes angularities, moulds into shape and polishes as the grain of each permits. Class instruction prepares a man for the active arena of public life by

teaching him how to fellowship without selfishness, to lead without demagogism and to follow without subserviency.

The man is unfortunate who has been educated by himself and has grown up without testing his powers through comparison with his fellows. Unaccustomed to conflict he shrinks from it without cause or rashly presses into it unprepared from over self-confidence, and forms false estimates of men during life.

Classification is a means by which the teacher incites his pupils to better preparation for recitation and to closer attention to his instructions. Study is painful to the young pupil. Companionship relieves the tedium and imparts a zest to intellectual exercise as it does to amusement. Emulation in the class is worth all the varieties of punishment combined, as a stimulus to effort.

To what extent should uniformity in text-books prevail? The Honourable Adam Crooks drew a line between the teacher's and the pupil's desk. Allowing the teacher to avail himself of assistance from any source to render his ministrations more effective, but restricting the list of books on the pupil's desk exclusively to the authorized. He also permitted books of subsidiary importance to be used though unauthorized.

One text-book for each of the compulsory subjects of the curriculum for Public Schools on the principle that one book well mastered is preferable to several partially studied, is sufficient, regarding a Series of Readers as one book, and a junior and a senior part by the same author as one book.

For the optional subjects, whatever books were chosen should be used in the High School also, if the subjects were continued there.

Do we meet but one Series of School Readers? *Most assuredly.* Let more be authorized and they will all find their way into the same school to the utter bewilderment of the teacher, disturbing his classification, and multiplying indefinitely the number of his classes, which is already too large. But is it necessary the series should embrace six books, and be accompanied, possibly, by a Spelling Book and a work on Elocution. Confine a pupil to reading scraps until he has completed these six books, will he not acquire either a confirmed taste for mere selections or a disgust for reading that will always cling to him.

What are Readers for? To make a pupil familiar with the name and force of every word in the English language before he shall be permitted to apply his acquirements in reading a whole book? Or is it to supply him with a liberal amount of the most commonly used words, such as will enable him to read the papers and books treating of topics within the scope of his intelligence, and to express himself in oral and written composition? Reading is essentially an intellectual exercise, and the sooner a child discovers it is an infinite field for the pleasurable exercise of his intellect the better, and the more he will read. Only partially fledged, but with a desire to fly, the young bird will press outward and enlarge the circle bounding the sphere of its observation, strengthening its wing and gratifying its appetite.

How long must this scrap business continue? Is it surprising teachers find it difficult to whet the intellect of their pupils with these piece-meal selections, that as a rule have neither head, tail, nor body of an interesting subject. A distinguished lady teacher said on one occasion similar to this:—"The best of the 'reading books' is but a scrap-book. The scraps may be of purple and fine linen, of scarlet and cloth-of-gold, but they are scraps still. Can we wonder that the child to whom we have shown only shreds and patches, has no conception of the royal robes genius wears."

Is it too low an estimate to say three books might constitute the series, letting even the Fourth book with its literature lessons drop out of use? The "Literature Lessons" are the only portions of this book now studied, they and the contents of the Literature Note Books being actually memorised for coming use. These books compiled with better literary taste, and more accurate appreciation of the requirements of the pupils than are manifested in the present old series, with a whole book, some good English Classic, authorized by the Department at stated periods, would afford literary training for the entrance pupils they do not now receive, while pupils remaining in the public school could pursue to some purpose the rudiments of literature.

As already intimated the choice of text-books is a matter of importance. And when the interests of half a million pupils are suspended on the selection, the transaction assumes immense proportions, and were the schools not all organized on the same basis, and were they not all Canadian schools, established for English speaking children almost exclusively, the exceptions anxiously eager to learn English, the adopting of one series to varied wants would be difficult. But as the schools are uniform in all essential features, differing only in the measure of usefulness they reach, choose readers for one school and you settle the choice for all of them. The Education Department is in possession of all information regarding the founding, and the subsequent growth of the system; its wants, its weaknesses and its merits. The Educational head is surrounded by the accumulated experience and wisdom of the educational profession, available for his use if needed. The responsibility of a mistake would be so great, the evil so widely spread and so generally felt, that the country may repose in the confidence that no change will occur unless fully warranted by necessity.

No text-book will meet the requirements of the schools for an indefinite period. In all pursuits progress is accompanied if not effected by improvements in machinery, and whenever the circumstances of the schools require it, or an improvement in their condition can be accomplished thereby, a change in part or of the entire series must under suitable regulations be made. Can the profession of teaching be elevated to a status that will render it a matter of little importance whether text-books be authorized or a perfect freedom of choice in the selection of them be exercised?

It is a feature of the present operating of the Ontario system of

education, that our educators show a tendency towards a uniform recognition of the fundamental principles underlying the art. This so far as it prevails is an earnest that still better work will be speedily accomplished.

With two Normal Schools in the Province, and a training school of less pretension, but of large capacity for usefulness, established in nearly every county, with the semi-annual gathering of teachers in county institutes, together with the annual sessions of our educational parliament here, all zealously devoted to the indoctrinating of educationists with principles that have been proved to be scientifically correct; should we not expect an agreement of opinion to be reached among Inspectors and Masters of High and Public Schools, as to what constitutes *good teaching*? But to be a competent teacher, and an author of text-books, are qualifications possessed by few. There are many teachers in the schools quite able to teach the subject independently of the book. But so long as the profession incorporates annually a large number of novices, who have made but a beginning in acquiring scholarship, text-books will continue a necessity.

In attempting to prepare a paper on this hitherto vexatious subject, under pressure of other duties. I have avoided the political and trade aspects of the question, preferring to allow all wounds to heal rather than to re-open them. And have confined myself to uniformity of text-books as a necessary feature of the Ontario System of Education, a system calculated to aid in moulding out of somewhat diversified elements a homogeneous community.

It is maintained that a system of public instruction to be efficient must be designed for educating the masses. That the acquisition of accurate scholarship necessitates the use of text-books, and that the permanent use of the same books be secured to our youth permanently however frequently they may change their residence within the province. That uniformity of text-books is a necessary feature of the Ontario System of Education.

UNIVERSITY CONSOLIDATION AND LEGISLATIVE AID TO COLLEGES.

MR. A. P. KNIGHT, KINGSTON.

MR. PRESIDENT, LADIES AND GENTLEMEN,—I like the representative character of this Association. To-day I see before me men and women belonging to all grades of the profession, from the freshest "*schoolmarm*" to the grey-headed college professor. It is for this reason that many of us think there can be no fitter place than this for discussing the questions, upon which, I am here to-day merely to introduce the discussion. The various Universities have representative graduates here amongst the High School men, amongst the Public School Inspectors, or amongst the Public School Teachers.

To these I appeal; and I appeal also to those distinguished graduates of universities in the Mother Land who have cast in their lot with the teachers of Ontario, and who can view with impartial eyes the University question in all its aspects; and through this Association I appeal to that larger body still, the Public School teachers of the Province, who have no particular interest in the rise or fall of this or that university, to take a wide view of this College and University question, and to seek a settlement of it—not in the aggrandisement of one institution and the degradation of the rest, but in the best interests of the higher education of the Province—in the best interests of the people of Ontario. Individual men, and particular institutions are trifles after all; they are here to-day and gone to-morrow, but principles are eternal, and it seems to me that we will be doing our duty best—not by discussing the excellencies and defects of this, that and the other university, but by seeking to discover the principles upon which the Legislature of this Province may aid or refuse to aid—not only existing colleges but all others that may hereafter be established.

The Executive Committee of this association to whom was entrusted the duty of preparing the programme of this meeting, chose the subject of this paper. You will find it entitled "University Consolidation and Legislative Aid to Colleges." I propose, in the first place, to discuss the question of Legislative Aid to Colleges, and after that I may have a few words to say on University Consolidation. This will be treating our subject "hindmost first," but such a method of procedure may help to clear away the mists surrounding University federation, especially if we are fortunate enough to agree upon the principles, upon which the colleges may fairly be aided with money from the Provincial treasury. Let me here say that I like the liberality implied in the phrase "aids to the colleges." The Executive Committee knowing that there were about 800 students in Arts in Ontario, and seeing that no *one* college could properly accommodate, much less educate, such a large body of young men, took the highest ground that cultured and patriotic gentlemen could take, and said:—"We desire to see all the colleges that the country really needs made more efficient by increased Legislative aid, and we desire to see them all parts of an organic whole, and the question we will submit to the Association is how can this be done?" Such was the opinion I formed of the Executive Committee, and such was the insight I got of the subject, on reading Mr. Doan's letter requesting me to introduce the discussion to-day. What could I say to such a request but *yes!* The fact that a few members of the Association took such a wide—such a statesmanlike view of this important question was sufficient to assure me that the whole Association could not but take an equally comprehensive view, and reach a conclusion that would be applauded by all liberal minded and scholarly men in the Dominion. Besides, this college question has a special interest for us teachers. Generally speaking we spend all our time in solving problems connected with

Public and High School work. Here is one in college matters. Let us help to solve it, because a proper solution of it concerns us all. Improvement in educational affairs is from above downwards. If the Colleges improve, the High Schools and Public Schools must also. New life and vigour in our universities must make itself felt in the remotest Public Schools of the Province. And so, for the sake of our profession, and with the high, pure, disinterested and patriotic motives which must always characterize our profession, let us aid in the settlement of this college question.

There are three ways in which we may look at it. (1) We may urge the Legislature to build up one large, strong college, of which every citizen may be proud. (2) We may urge the Legislature to do nothing and allow the colleges to take care of themselves. (3) We may ask the Legislature to aid all chartered institutions in accordance with certain carefully prepared regulations.

The first scheme might be popular with the friends of the particular college which the Government might elect to aid. But it would give rise to such a feeling of injustice amongst the friends of the other colleges as would be disastrous to the interests of higher education in this Province for many a day. These friends would not submit to it without a struggle. Besides, it is doubtful whether such a solution would satisfy the best friends of even the favoured college. The *profanum vulgus*—for unfortunately a University training does not always eradicate narrowness, nor produce unbiassed minds and liberal ideas—would give the air their caps, and shout their approbation; but the grave and thoughtful, the cultured and patriotic men would not, I am persuaded, be jubilant over a proposal which they could not but regard as inexpedient and short-sighted. If one college could accommodate, and if it were capable of training all the young men of Ontario who desire a liberal education, there might be some show of reason and justice in such a solution, but the authorities of no one college, so far as I know, make any such pretensions. On the contrary, it is admitted, on all hands, that one arts college is not enough for this Province.

In years gone by one college stood far ahead of the rest. Recently two or three of the others have drawn well to the front, so well that they now do more than half of the collegiate work of the Province, the thus showing that it is utter nonsense to say that University College is copestone of the Ontario system of education. The rivalry between them has, for a dozen years, been a generous one. Will it continue to be so? If, like noble athletes, each one scorns to take advantage of the others, it may continue; but if one takes what the rest may consider any unfair advantage, the "noble rage" may give place to an envious struggle that would be fatal to that liberality and culture which it is the function and glory of all colleges to impart. "All vantageless," each should strive to do its share of the work of superior education. If the Legislature should now give a grant of money to one college which it withheld from the others, there would result, not merely the feeling of injustice to which I have already referred, but, along

with that, a determination on the part of the friends of the other colleges that their favourites would suffer nothing by it in the long run. A cry of "Fair play" would be raised which would bring money to the unaided colleges and which would deal a revengeful blow at the Government subsidized one. The general result would be the same as followed the withdrawal of the legislative grants in 1869. I am not condemning the withdrawal of those grants. On the contrary, considering the abuses connected with them, their continuance became simply intolerable, and the legislature did perfectly right to discontinue them. The operation of "killing or curing" the sickly colleges of those days—blunderingly as it was performed—was nevertheless a necessary one. One of them died; two struggled along half-dead, half-alive, and finally merged their existence in that of stronger ones; while two or three others soon attained such robust health that they speedily entered the lists as competitors for the laurel crown. They now do half of the University work of the Province, and if they get fouled in the race by an unscrupulous competitor they will probably appeal to a higher power than the Legislature for a redress of their wrongs—real or fancied.

The second proposal is that the Legislature should leave all the colleges to themselves, giving aid to none of them. Many people hold the opinion that secondary and collegiate education should be alike self-supporting. They recognize clearly the necessity of providing a free education for every person up to say the fourth class of the Public Schools; but beyond this point, they hold that free tuition should cease, and that parents who wish their sons and daughters to get a High School or University education should pay for it themselves, and not ask the State to contribute one cent. People who hold these opinions are often hard-headed as well as tight-fisted. They claim that the education imparted in our Public Schools up to the fourth class is quite sufficient to qualify a man to discharge all the ordinary duties of citizenship. A man who can read has entered the threshold of the temple of all knowledge; if he wishes to explore it fully, he should either explore its recesses for himself, or pay for guides. The law which taxes all the citizens of a State to pay for educational institutions, of which only a few reap the benefit, is unjust. Only 12,000 of the half million of pupils of this Province attend our High Schools. There are only about 800 students in arts in the colleges of Ontario. Why should people who receive no direct benefit from these institutions be taxed for their support? The state does not tax its citizens for the maintenance of a Theological College, nor a Law College, nor a Medical College, nor a Pharmaceutical College, nor a Veterinary College. Why should it tax people for the support of institutions which educate very largely for the teaching profession in the first instance, and afterwards for the other learned professions? These hard-headed, tight-fisted people of whom I am speaking, assert that a state college is as intolerable and unjust as a state church. I may be a Roman Catholic, and if so will not believe in much of the

so-called philosophy and history taught in a state college. Or I may be such an old-time Christian that I cannot look upon the doctrines of evolution as anything else than an invention of Satan, and their promulgation in our college class-rooms as an unmitigated evil. If I have conscientious objections to anything taught in a state college, I should not be required to support it, any more than I should be compelled to aid a state church. University education in this province can now shift for itself. Queen's, Victoria, Trinity Universities, have all received large sums of money, from their graduates and friends, and so will every college in Canada in course of time. There is no need of the Legislature becoming responsible for the support of the colleges; the history of education in both Canada and the United States proves, beyond a doubt, that the wealthy men of the country may be trusted to provide adequately and even lavishly for it.

The third method of dealing with this question is for the Legislature to give an annual grant of say $10,000 to each chartered institution that complies with certain reasonable and clearly defined regulations. The following are suggested :—

1. Each college receiving aid from the Legislature should have a large building and class-room accommodation for 200 students.

2. It should have a library of at least 10,000 volumes.

3. It should have a large natural history, geological and mineralogical museum containing 1,000 typical specimens in each department.

4. The institution should be entirely non-sectarian.

5. It should have ample physical, chemical and physiological laboratories properly equipped with apparatus worth at least $10,000.

6. It should have a staff of at least ten instructors whose salaries should aggregate $20,000 exclusive of the Legislative grant, and whose whole time should be devoted to giving instruction in arts.

7. It should have an endowment of $200,000, half of which the Legislature might require to be deposited with the Provincial Treasurer at six per cent.

8. I am willing to concede as an experiment that each college accepting a Legislative grant should be required, if possessed of University powers, to hold them in abeyance, and to allow all examinations for degrees to be controlled and conducted by one *central university*.

9. All students should be admitted upon the same matriculation examination.

This brings me to the second part of my subject—University Consolidation.

University consolidation is one thing, and legislative aid to colleges is another. Either one may take place without the other. One university may be enough for Ontario, but certainly not one college. One university, with examining and degree conferring powers might easily be made acceptable to the educationists of this Province. Such an institution would give a uniformity to the value

of the degrees of B.A. and M.A. that they do not now possess; but a federation of existing universities, with a transfer of all the outlying colleges to Toronto, would not be popular. It would be a signal for the people of Ottawa, Kingston, Belleville, Cobourg, Hamilton and London to establish for themselves, or to agitate for the establishment of, colleges similar to those of which they would feel themselves unjustly deprived. If the existing colleges massed themselves in Toronto to-morrow, would a Government that located a second Normal School at Ottawa, and promised another one at Kingston, refuse charters to proposed colleges in cities outside of Toronto? Several colleges are needed in this Province—not all in one centre, but at different points. We can scarcely have too many colleges, if they are properly equipped. The regulations suggested above would certainly not tend to multiply them unnecessarily. If the number did increase, the Government might pride itself on having started so many colleges at so trifling a cost to the country. If the North-West Indians, or the heathen Chinee of British Columbia, decided to come to Ontario to establish an arts college for themselves, if they complied with the regulations and claimed the grant, they should get it. No countenance or aid should be given to "one-horse" colleges. In dealing with any new question, it is always well to act in accordance with principles the soundness of which has long been conceded. In granting aid to colleges in accordance with regulations such as I have suggested, the Government would be following the example of the British Parliament, and would moreover be acting along the line of the policy adopted towards the High Schools of the Province. No Public School can claim a High School grant by simply dubbing itself a High School. It must first comply with the Government regulations; so every college would have to fully comply with the regulations before becoming entitled to its share of the Legislative grant. It should make little difference to the Government where the colleges are located or who builds them; whether at the Northwest angle of the Lake of the Woods or in the Queen's Park, Toronto; whether erected by the Shakers or the Presbyterians; whether the professors are cultured dons from Oxford, or beardless Canadian boys, so long as the wants of the country are fairly met and fairly supplied.

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