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Framing of Sentences; Familiar and Business Letters; Abstracts of Readings or Lectures; Themes; generally, the Formation of a good English Style; Reading, Dictation, and Elocution, including the learning by heart and recitation of selected passages from Standard Authors.

GROUP B.—*Mathematics*.—(a) Arithmetic—Simple and Compound Rules; Vulgar and Decimal Fractions; Proportion; Percentage in its various applications; Square Root.

(b) Algebra—Elementary Rules; Factoring; Greatest Common Measure; Least Common Multiple; Square Root; Fractions; Surds; Simple Equations of one, two and three unknown quantities; Easy Quadratics.

(c) Geometry—Euclid, Books I. and II., with easy exercises; Application of Geometry to the Mensuration of Surfaces.

(d) Natural Philosophy—Composition and Resolution of Forces; Principle of Moments; Centre of Gravity; Mechanical Powers, Ratio of the Power to the Weight in each; Pressure of Liquids; Specific Gravity and Modes of determining it; the Barometer, Siphon, Common Pump, Forcing Pump and Air Pump.

GROUP C.—*Modern Languages*.—(a) *French*; The Accidence and Principal Rules of Syntax; Exercises; Introductory and Advanced French Reader; Re-translation of easy passages into French; Rudiments of Conversation.

(b) *German*; The Accidence and the Principal Rules of Syntax; Exercises; Adler's Reader, 1st, 2nd and 3rd parts; Re-translation of easy passages into German; Rudiments of conversation.

GROUP D.—*Ancient Languages*.—(a) *Latin*; The Accidence and the Principal Rules of Syntax and Prosody; Exercises; Cæsar, De Bello Gallico, Book V; and Virgil, Æneid, Book II, vv. 1—300; Learning by heart selected portions of Virgil; Re-translation into Latin of easy passages from Cæsar.

(b) Greek, optional.

GROUP E.—*Physical Sciences*.—Chemistry; a course of experiments to illustrate the nature of Fire, Air, Water, and such solid substances as Limestone, Coal and Blue Vitriol; Hydrogen, Oxygen, Nitrogen, Carbon, Chlorine, Sulphur, Phosphorus, and their more important Compounds; Combining Proportions by weight and by volume; Symbols and Nomenclature.

GROUP F.—*History and Geography*.—(a) Leading Events of English and Canadian History, also of Roman History to the end of the second Punic War.

(b) A fair course of Elementary Geography, Mathematical, Physical and Political.

GROUP G.—*Book-keeping, Writing, Drawing and Music*.—(a) Single and Double Entry; Commercial Forms and Usages; Banking, Custom House, and General Business Transactions.

(b) Practice in Writing.

(c) Linear and Free Hand Drawing.

(d) Elements of Music.

An option is permitted between (i.) Latin; (ii.) French; (iii.) German; and (iv.) Natural Philosophy, Chemistry and Book-keeping.

I. Proceedings of the Education Department.

(1) COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

COPY OF AN ORDER IN COUNCIL approved by His Honour the Lieutenant-Governor, the 11th day of April, A.D. 1877.

Upon the recommendation of the Honourable the Minister of Education, dated the 6th day of April, 1877, the Committee of Council advise that your Honour approve of the accompanying amended High School programme, and the regulations for the Intermediate Examinations, as revised by the Minister on the 6th day of April instant, on the report of the Central Committee of Examiners.

Certified,
(Signed) J. G. SCOTT,
Clerk, Executive Council, Ontario.

THE AMENDED HIGH SCHOOL PROGRAMME AND THE REGULATIONS FOR INTERMEDIATE EXAMINATIONS.

APPROVED BY HIS HONOUR THE LIEUTENANT-GOVERNOR IN COUNCIL.

I. AMENDED PROGRAMME.

N.B.—Instead of a fixed amount of work for each Form, the Department prescribes the subjects of study, and the amount to be done in each subject in the Lower School and in the Upper School respectively; leaving it to the local authorities to decide (subject to the approval of the High School Inspectors) according to the varying circumstances of the Schools, the order in which the subjects shall be taken up, the amount of work to be done in a given time, and the number of classes to be carried on at once.

LOWER SCHOOL.

GROUP A.—*English Language*.—Review of Elementary Work; Orthography, Etymology and Syntax; Derivation of Words; Analysis of Sentences; Rendering of Poetry into Prose; Critical Reading of portions of the Works of Authors of the Eighteenth and Nineteenth Centuries, to be prescribed from time to time by the Education Department*; Composition,—the

* For 1876 and the former half of 1877, Gray's "Elegy" and Sir Walter Scott's *Lady of the Lake* have been prescribed. Candidates will be expected to show that they

have read the whole of the latter poem; but the questions set will be based mainly on Cantos v. and vi. The University Examination for 1878 will determine the books to be read for the second Intermediate Examination in 1877.

UPPER SCHOOL.

- GROUP A.—English Language.**—Critical Reading of portions of the Works of Authors of the Sixteenth and Seventeenth Centuries, to be prescribed from time to time by the Education Department. For 1876 and the former half of 1877, Shakespeare's Tragedy of "Macbeth" and Milton's "Ill Penseroso" have been prescribed.* Composition, Reading, and Elocution: the subject generally, as far as required for Senior Matriculation with Honours in the University.
- GROUP B.—Mathematics.**—(a) Arithmetic; The Theory of the subject; Application of Arithmetic to complicated business transactions, such as Loans, Mortgages and the like.
(b) Algebra; Quadratic Equations, Proportion, Progression, Permutations and Combinations, Binomial Theorem, Properties of Numbers, etc., as far as required for Senior Matriculation with Honours.
(c) Geometry; Euclid, Books I, II, III, IV, Definitions of Book V, Book VI, with Exercises; Analytical Plane Geometry.
(d) Trigonometry, as far as required for Senior Matriculation with Honours.
(e) Natural Philosophy: Dynamics, Hydrostatics and Pneumatics.
- GROUP C.—Modern Languages.**—(a) *French*; Grammar and Exercises; Corneille, Horace; Dumas, Tulipe Noire; De Staël, L'Allemagne, Première Partie; Molière, L'Avare and Les Fourberies de Scapin; Montalembert, De L'Avenir Politique de L'Angleterre; Translation from English into French; Conversation, etc., as far as is required for Senior Matriculation with Honours.
(b) *German*; Grammar and Exercises; Musæus, Stumme Liebe; Schiller, Lied von der Glocke, Neffe als Onkel and Wallenstein's Lager; Fouqué, Aslauga's Ritter; Chamisso, Peter Schlemihl; Outlines of German Literature, 1300-1670; Translation from English into German; Conversation.
- GROUP D.—Ancient Languages.**—(a) *Latin*; Grammar; Cicero, Pro Lege Manilia and in Cœcilium; Ovid, Fasti, Book I, exclusive of vv. 300-440; Virgil, Æneid, Books II and VII, and Georgics, Book I; Cæsar, Bell. Gall. Book IV, cc. 20-36, and Book V, cc. 8-23; Horace, Odes, Books I and III; Livy, Book IX; Translation from English into Latin Prose, etc., as far as is required for Senior Matriculation with Honours.
(b) *Greek*; Grammar; Xenophon, Anabasis, Book I; Homer, Iliad, Books I and XII, Odyssey, Books IX and XII; Demosthenes, Philippics I and II, against Aphobus, I and II; Herodotus, Book I, cc. 26-92, etc., as far as is required for Senior Matriculation with Honours.
- GROUP E.—Physical Science.**—(a) Chemistry; Heat—its sources; Expansion; Thermometers—relation between different scales in common use; Difference between Temperature and Quantity of Heat; Specific and Latent Heat; Calorimeters; Liquefaction; Ebullition; Evaporation; Conduction; Convection; Radiation. The chief Physical and Chemical Characters, the Preparation and the characteristic Tests of Oxygen, Hydrogen, Carbon, Nitrogen, Chlorine, Bromine, Iodine, Fluorine, Sulphur, Phosphorus and Silicon.
Carbonic Acid, Carbonic Oxide, Oxides and Acids of Nitrogen, Ammonia, Olefant Gas, Marsh Gas, Sulphurous and Sulphuric Acids, Sulphuretted Hydrogen, Hydrochloric Acid, Phosphoric Acid, Phosphuretted Hydrogen, Silica.
Combining proportions by weight and by volume; General Nature of Acids, Bases and Salts: Symbols and Nomenclature—The Atmosphere—its constitution; Effects of Animal and Vegetable life upon its composition; Combustion; Structure and Properties of Flame; Nature and Composition of ordinary Fuel.
Water—Chemical Peculiarities of Natural Waters, such as Rain Water, River Water, Spring Water, Sea Water.
(b) Botany; an introductory course of Vegetable Anatomy and Physiology, illustrated by the examination of at least one plant in each of the Crowfoot, Cress, Pea, Rose, Parsley, Sunflower, Mint, Nettle, Willow, Arum, Orchis, Lily and Grass Families; Systematic Botany; Flowering Plants of Canada.
(c) Physiology; General view of the Structure and Functions of the Human Body; The Vascular system of the Circulation; the Blood and the Lymph; Respiration; the Function of Alimentation; Motion and Locomotion; Touch, Taste, Smell, Hearing and Sight; the Nervous System.
- GROUP F.—History and Geography.**—(a) History; English, the special study of the Tudor and Stuart Periods; Roman, to the death of Nero; Grecian, to the death of Alexander.
(b) Geography, Ancient and Modern.
- Masters will be at liberty to take up and continue in the

Upper School any subject from the Lower School that they may think fit.

Every pupil in the Upper School must take Group A, Arithmetic, Algebra as far as Progression, History, and two other subjects from those included in Groups C, D and E. In cases of doubt, the Master shall decide. Candidates preparing for any examination, shall be required only to take the subjects prescribed for such examination.

II. THE SEMI-ANNUAL APPORTIONMENT OF THE GRANT, ACT 37 VICTORIA, CAP. 27, SECTION 66.

The grant will be distributed as follows:

I. *A part in the payment of a fixed allowance to each School, in order that the smaller schools may be assured of a certain degree of stability.*

II. *A part on the basis of average attendance.*

Each High School will receive a grant per unit of average attendance, equal to the grant per unit of average to the Public Schools. At present the annual grant per unit to the Public Schools is about one dollar; to the High Schools heretofore about sixteen dollars.

III. *A part on the results of inspection.*

The sum of say ten thousand dollars will be distributed amongst the schools, according to their efficiency as determined by the report of the Inspectors. In classifying the schools with a view to the distribution of the part of the grant which it is proposed to apportion on the results of the inspection, account will be taken of the following:

(a) School accommodation, condition of school premises, general educational appliances (maps, apparatus, &c).

(b) Number of masters employed as compared with the number of pupils and classes, qualifications of masters, character of the teaching, etc.

(c) Character of the work done between the two limits mentioned below; so that any school which, owing to the operation of special causes, may prepare but few pupils to pass the "Intermediate," will nevertheless be rewarded for the thorough work they may do below this higher limit.

(d) The quantity and quality of the work which may be done beyond the higher limit, i.e. by those pupils who shall continue their studies in the higher course prescribed for those who pass the Intermediate Examination.

(e) Government, Discipline, General Morale.

IV. *A part will be distributed on the results of an "Intermediate Examination"† of the nature following:*

[1.] The Examination will be instituted at a point about midway between the beginning and the end of the High School course, for promotion from the lower to the upper forms. It will, on the whole, be equal in point of difficulty to that which candidates for second-class certificates now undergo. Pupils that pass this examination will form the Upper School; while those who have not passed it will form the Lower School, in any High School or Collegiate Institute.

[2] Candidates for promotion from the Lower School to the Upper School will be examined in English Grammar and Etymology, Reading, Dictation, Composition, Writing, Arithmetic, Euclid, Algebra, English and Canadian History, Geography, and in one of the following branches or groups:

[a] Latin; [b] French; [c] German; [d] Natural Philosophy, Chemistry and Book-keeping.

[3] The part of the grant which it is proposed to distribute on the results of this "Intermediate Examination will be apportioned on the basis of the average daily attendance of the pupils in the Upper School, it being understood that pupils who pass the "Intermediate" shall rank as "Upper School Pupils" for the time they have attended during the half year preceding the Examination.

* NOTE.—Editions of these are on sale at the Depository Branch of the Education Department.

† At the Intermediate Examination in 1877, papers will be sent in English Grammar and Etymology, English Literature, Dictation, Composition, Arithmetic, Euclid, Algebra, Roman, English and Canadian History, Geography, Latin, French, German, Chemistry, Natural Philosophy and Book-keeping. No candidate must take more than one of the four optional subjects referred to in IV (2) at this examination. All Candidates whether male or female must take Euclid.

Candidates who take French will be examined in De Fivas' Elementary Reader and the Sixth Book of Voltaire's Charles XII. Candidates who select Latin as their optional subject and who may be reading Horace, Cicero, Livy, Ovid, or some book of Cæsar or Virgil, other than the one prescribed, with a view to a University or professional Examination, need not be examined in Cæsar at the Intermediate Examination, provided they satisfy the visiting Inspector that their knowledge of Latin is sufficient to justify him in accepting their work in that subject as equivalent thereto. All classical candidates will, however, be examined in Virgil, Latin Grammar, and translation in Latin; and no exemption granted during the former half-year will be valid unless renewed.

Although Music and Drawing will form no part of the Intermediate Examination in 1877; yet the schools in which these subjects are properly taught will receive credit therefor in the report on results of inspection referred to in III (c) and (d) of the above.

[4] The Intermediate Examinations will be held in each year at the times fixed by the Department.

The questions will be prepared by the High School Inspectors, transmitted to the Department by the Chairman of the Central Committee, and sent under seal to the Public School Inspectors. The Public School Inspectors, or their substitutes [who should in no case have any connection with the schools to be examined] will alone be responsible for the proper conduct of the examinations. The answers of the candidates will be sent to Toronto to be read and valued by the High School Inspectors, or by sub-examiners acting under their supervision. In order somewhat to lighten the labour of examination, it is proposed to make certain branches *test* subjects.

The test subjects will be grouped in the following manner :

- [a] Arithmetic, Algebra and Euclid.
- [b] English Grammar, Composition and Dictation.
- [c] History, Geography and English Literature ;

and candidates who obtain 40 per cent. of the total in each group, and not less than 20 per cent. in each subject, shall be considered as having passed the examination in these subjects, which therefore will be read first.

The High School Grant [say \$72,000] will accordingly be distributed as follows :

I—106 schools receiving a minimum of \$400 each	....	\$42,400
II—One dollar per unit of average attendance [about	....
\$5,000]	.....	5,000
III—Sum to be apportioned on report of Inspectors	....	10,000
IV—Balance to be distributed on results of Intermediate Examination	.....	14,600
Total	.....	\$72,000

RULES AND REGULATIONS OF THE EDUCATION DEPARTMENT RESPECTING THE INTERMEDIATE HIGH SCHOOL EXAMINATIONS, 9-13 July, 1877.

I. MODE OF CONDUCTING THE EXAMINATIONS.

1. Every Head Master shall send to the Education Department before the 5th June, a list of the names of those who intend to present themselves for examination, and a statement of the *optional* subjects selected by each candidate. To each name so sent the Department will affix a *Number*, which must be employed by the candidate instead of his usual signature throughout the entire examination.

2. The Department will provide envelopes of convenient dimensions, to be sent out with the examination papers—one envelope with each paper.

3. The Public School Inspector of the district in which the High School is situate shall preside, and be responsible for the proper conduct of the Examinations ; but in case of any inability to attend, shall send to the Education Department, for the approval of the Minister or Deputy, not later than the 1st June, the name of the person whom he intends to appoint his substitute at those Examinations at which he himself cannot preside, otherwise the Department will make the appointment.

4. When more than one room is required for the Candidates, an Inspector's substitute must be appointed for each room to preside in his stead.

5. The Public School Inspectors and the persons appointed by them, with the approval of the Minister, or Deputy, to act as their substitutes in presiding at the Intermediate Examinations at High Schools, or in presiding in the additional rooms, shall be entitled to a fee of \$3 per day, with mileage at 10 cts. a mile, to be paid by the High School Board. None may act as a substitute unless approved by the Minister, or Deputy, and the Inspectors are required to send their nominations to the Department forthwith.

6. No Trustee, Master, or Teacher of the school concerned can be appointed as such substitute, and no Master or Teacher of the School can be present during the examination, in the room with the Candidates.

II. DIRECTIONS FOR PRESIDING EXAMINERS.

1. Places must be allotted the candidates so that they may be at least five feet apart. All diagrams or maps having reference to the subjects of examination to be removed from the room.

2. All these arrangements must be completed, and the necessary stationery (provided by the High School Board) must be distributed and placed in order on the desks of the candidates at least *fifteen* minutes before the time appointed for the commencement of the examination.

3. No candidate shall be allowed to leave the room within one hour of the issue of the examination papers in any subject ; and if he then leaves, he shall not be permitted to return during the examination of the subject then in hand.

4. Punctually at the time appointed for the commencement of the examination in each subject, the presiding Examiner will, in the examination room, and in the presence of the candidates, break the seal of the envelope containing the examination papers, and give them at once to the candidates. The papers of only one subject shall be opened at one time.

5. Punctually at the expiration of the time allowed, the Examiner will direct the candidates to stop writing, and will cause them to hand in their answer papers immediately, duly fastened in the envelopes.

6. The Examiner, at the close of the examinations, will sign and forward, with the answers of the candidates, a solemn declaration (in a form to be provided by the Department) that the examinations have been conducted in strict conformity with the Regulations, and fairly and properly in every respect.

7. The Examiner, at the close of the examinations on the 13th of July, will secure in a separate parcel the fastened envelopes of each candidate, and on the same day will forward by express to the Education Office, the package containing all the parcels thus separately secured.

8. In schools where separate rooms are occupied at the examination, the Examiner, in his report to the Department, will indicate the candidates who were placed in the several rooms respectively.

9. Should any candidate be detected in copying from another, or allowing another to copy from him, or taking into the room any books, notes or anything from which he might derive assistance in the examination, or in talking or whispering, it shall be the duty of the presiding Examiner, if he obtain clear evidence of the fact at the time of the occurrence, to cause such candidate at once to leave the room ; neither shall such candidate be allowed to enter during the remaining part of the examination, and his name shall be struck off the list. If, however, the evidence of such a case be not clear at the time, or be obtained after the conclusion of the examination, the Examiner shall report the case to the Department.

III. RULES TO BE OBSERVED BY CANDIDATES.

1. Candidates must be in their allotted places before the hour appointed for the commencement of the examination. If a candidate be not present till after the appointed time, he cannot be allowed any additional time. No candidate will be permitted on any pretence whatever to enter the room after the expiration of an hour from the commencement of the examination. When the order to stop writing is given, every candidate must obey it immediately.

2. Every candidate is required to write his NUMBER (not his name) very distinctly at the top of each page of his answer papers, in the middle ; and is warned that for each page not bearing his number he is liable to receive no credit from the Examiners.

3. If the candidate write his name or initials, or any particular sign or mark on his paper other than the distinguishing number assigned him by the Department, his paper will be cancelled.

4. Candidates, in preparing their answers, will write on one side only of each sheet, placing the number of each page at the top, in the right hand corner. Having written their distinguishing number on each page, and having arranged their answer-papers in the order of the questions, they will fold them once across, place them in the envelopes accompanying the question papers, and write on the outside of the envelope the distinguishing number and the subject of examination. They will then securely fasten the envelopes and hand them to the presiding Examiner.

IV.—PROGRAMME OF EXAMINATION.

The Examinations shall begin on Monday, July 9, 1877, and shall be conducted as follows :—

Monday, July 9.

- 2 to 2.15, P.M.—Reading the Regulations.
- 2.15 to 4.30, P.M.—(1) English Literature.

Tuesday, July 10.

- 9 A.M. to 12 M. —(2) English Grammar and Etymology.
- 1.30 to 3.30, P.M.—(3) Geography.
- 3.35 to 4.05, P.M.—(4) Dictation.

Wednesday, July 11.

- 9 A.M. to 12 M. —(5) Arithmetic.
- 1.30 to 4, P.M.—(6) History.

Thursday, July 12.

- 9 to 11.30, A.M.—(7) Algebra.
- 11.35 A.M to 12.50, P.M.—(8) Book-keeping.
- 2 to 4.30, P.M.—(9) Natural Philosophy.
- 2 to 5, P.M.—(10) Latin or (11) French, or (12) German.

Friday, July 13.

- 9 to 11.30, A.M.—(13) Euclid.
- 11.35 A.M to 12.50, P.M.—(14) English Composition.
- 2 to 3, P.M.—(15) Chemistry.

N.B.—In the above-mentioned subjects, the papers numbered 2, 3, 4, 5, 6, 7, 8, 9, 13, 14, 15 will be identical for the candidates for Second Class certificates as Teachers with those for the Intermediate candidates, and the examinations will be at the same hours; but the standard required for Second Class Certificates will be higher than for the Intermediate. Papers will be provided for the additional subjects for Second Class Certificates.

V.—SUB-EXAMINERS.

The following gentlemen are appointed to act as sub-examiners:

1. John C. Glashan, * Public School Inspector, City of Ottawa, Member of the Central Committee.
2. John J. Tilley, * Public School Inspector, Durham, Member of the Central Committee.
3. Alfred Baker, M.A., Mathematical Tutor, University College, Toronto.
4. J. E. Bryant, Student of the fourth year, University of Toronto.
5. G. B. Sparling, B.A., University of Victoria College, Cobourg.
6. D. B. McTavish, M.A., Queen's University.
7. W. Dale, M.A., Rector of the High School, Quebec.
8. A. Lafferty, M.A., Toronto University.

VI.—CERTIFICATES.

Certificates will be granted by the Minister of Education, or Deputy Minister, to all candidates who succeed in passing the Intermediate Examinations, according to report of Central Committee, as approved by the Department.

THE FOLLOWING CAN BE SUPPLIED FROM THE DEPOSITORY BRANCH OF THE EDUCATION DEPARTMENT TO INSPECTORS, MASTERS AND STUDENTS, AT THE FOLLOWING RATES, POSTAGE INCLUDED:—

Examination Papers.

The sets of Examination Papers used in the Normal School during the 20th, 21st, 22nd or 23rd Sessions can be sent free of postage on receipt of 30 cents each. Those of the 25th, 26th, 27th, 28th, 31st, 33rd, 36th, 38th, 39th, 40th, 41st, 42nd, 43rd or 44th Sessions, at 40 cents each; and those of the 45th, 47th, 48th, 49th, 50th, 51st 54th or 55th Sessions, at 50 cents each.

The entire sets of Examination Papers for First, Second and Third Class Teachers for July, 1871, July, 1873, December, 1873, July, 1875, or July, 1876, neatly stitched, can be sent free of postage on receipt of 55 cents per set. Those used at the County Examinations for Second and Third Class Teachers for July, 1871, July, 1872, or December, 1873, can also be sent free of postage on receipt of 50 cents per set.

The High School Entrance Examination Papers for the following years can be supplied, free of postage, at 15 cents per set:—Autumn, 1873, January, 1874, June, 1874, December, 1874, June, 1875, December, 1875, June, 1876, or December, 1876.

High School Intermediate Examination Papers for June, 1876, or December, 1876, at 15 cents per set.

White's Series of Grammar School Text Books.

(Postage included.)

	cts.
Homer's Iliad, Book I.....	22
Xenophon, " I.....	33
" " II.....	22
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" " II.....	22
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Virgil's Georgics, Book IV.....	22
Horace, Book I.....	22
" " III.....	33
Cæsar, Book I.....	22
" " II.....	22
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Lives of Miltiades, Cimon, &c., from Cornelius Nepos.....	18
White's Junior Student's Complete Latin-English and English-Latin Dictionary.....	\$2.64, or free by post....2 77
Riddle's Young Scholar's English-Latin and Latin-English Dictionary.....	\$2.31, or free by post....2 38

EDUCATION DEPARTMENT (ONTARIO).

INTERIM REGULATIONS FOR THE EXAMINATION OF PUBLIC SCHOOL TEACHERS, FOR THE YEAR 1877.

Approved by the Lieutenant-Governor in Council, 16th May, 1877.

I. TIME AND PLACE OF EXAMINATION.

1. The examination of Candidates for First and Second-class certificates shall commence on the Ninth day of the month of July; and the examination for Third-class certificates on the sixteenth day of July.
2. First-class candidates shall be examined in the Normal Schools at Toronto and Ottawa; and Second and Third-class candidates, in the same places as heretofore.

II. NOTICE AND TESTIMONIALS.—IDENTIFICATION.

1. Every candidate, who proposes to present himself at any examination, shall send in to the presiding Inspector by the 1st June, a notice stating the class of certificate for which he is a candidate, and the description of certificate he already possesses, if any; such notice to be accompanied by the testimonials required by the regulations. Candidates for First-class certificates must mention, in the notice sent, at which Normal School they intend to present themselves for examination; and the Inspector shall forthwith transmit the information to the Department.
2. Each candidate who presents himself for examination shall satisfy the Presiding Examiner as to his personal identity before the commencement of the second day's examination.
3. Instances of personation of candidates having occurred, the examiners are expected to use all necessary vigilance in this respect. Any person detected in attempting to personate a candidate is to be reported to the Department, and he will thereupon be deprived of his certificate and standing as a teacher.

III. MODE OF CONDUCTING THE EXAMINATIONS.

1. Every County Inspector shall send to the Education Department before the 5th June, a list of the names of those who intend to present themselves for examination for First and Second-class certificates respectively. To each name so sent the Department will affix a number, which must be employed by the candidate instead of his usual signature throughout the entire examination.
2. The Department will provide envelopes of convenient dimensions, to be sent out with the First and Second-class examination papers—one envelope with each paper.
3. The County Public School Inspector shall preside, and be responsible for the proper conduct of the examinations, and for the safe-keeping, unopened, of the examination papers until the time of examination; but in case of any inability to attend, he shall send to the Education Department, for the approval of the Minister or Deputy, not later than the 1st June, the name of the person whom he intends to appoint his substitute at those examinations at which he himself cannot preside, otherwise the Department will make the appointment. While the County Board has no jurisdiction in the examination of candidates for Second-class certificates, individual members of the Board are eligible as substitutes for presiding examiners.

* Messrs. Glashan and Tilley will not preside or be present at the High School Examinations in their Counties, substitutes being appointed for that duty.

4. When more than one room is required for the candidates, an Inspector's substitute must be appointed for each room to preside in his stead.

5. *Declaration of Examiners.*—The presiding Inspector shall transmit to the Education Department, on the first day of the examination, a copy of the following declaration, signed by himself and the other examiners (but such declaration shall not be required more than once from any examiner):—

"I solemnly declare that I will perform my duty of examiner without fear, favour, affection or partiality towards any candidate, and that I will not knowingly allow to any candidate any advantage which is not equally allowed to all."

6. The presiding Examiner shall subject the candidates for Second and Third-class certificates to *viva voce* examinations in Reading, of the result of which a record shall be made and reported to the Department.

IV. DIRECTIONS FOR PRESIDING EXAMINERS.

1. Places must be allotted to the candidates for first and second-class certificates, so that they may be at least five feet apart. All diagrams or maps having reference to the subjects of examination to be removed from the room. Candidates for Third-class must be placed sufficiently far apart to prevent copying.

2. All these arrangements must be completed, and the necessary stationery must be distributed and placed in order on the desks of the candidates at least *fifteen* minutes before the time appointed for the commencement of the examination.

3. No candidate shall be allowed to leave the room within one hour of the issue of the examination papers in any subject; and if he then leaves, he shall not be permitted to return during the examination of the subject then in hand.

4. Punctually at the time appointed for the commencement of the examination in each subject, the presiding Examiner will, in the examination room, and in the presence of the candidates, break the seal of the envelope containing the examination papers, and give them at once to the candidates. The papers of only one subject shall be opened at one time.

5. The Inspector shall further see that at least one examiner is present during the whole time of the examination, in each room occupied by the candidates.

6. Punctually at the expiration of the time allowed, the Examiner will direct the candidates to stop writing, and will cause them to hand in their answer papers immediately, those for Second-class being duly fastened in the envelopes.

7. The Inspector, on the last day of the examinations for Second-class certificates, and at the close of the examinations, will secure in a separate parcel the fastened envelopes of each candidate for a Second-class certificate, and on the same day will forward by express (prepaid), to the Education Office the package containing all the parcels thus separately secured, together with all certificates of character, ability and experience in teaching, which such candidate may have presented to the Board, and the schedule in the form provided. The Inspector shall, at the same time, sign and forward a solemn declaration (according to any form provided by the Department), that the examinations have been held and conducted in strict conformity with the regulations, and fairly and properly in every respect; and shall also, with the papers of each Candidate, certify to the Department, that he has been satisfied as to the personal identity of such Candidate upon proper grounds.

8. In the case of candidates for Third-class certificates, he shall see that the written answers are without delay read and reported on by the County Board, and he shall thereupon see that these answers, and all reports thereon, as approved by the Board, together with the list of certificates issued by it, are also, as soon as possible after the close of the examinations, transmitted by express (prepaid) to the Education Department.

9. In examinations for Second-class certificates, where two or more rooms are occupied, the examiner, in his report to the Department, shall indicate the candidates who were placed in the several rooms respectively.

10. In examining the answers of Third-class candidates two examiners at least should look over and report on each paper.

11. The Central Committee of Examiners appointed by the Education Department will, on the papers for Third-class certificates, assign numerical values to each question or part of a question according to their judgment of its relative importance. The Local Examiners shall give marks for the answers according to the value assigned to each question and the completeness and accuracy of the answer.

12. In order to obtain a Third-class certificate the marks must not be less than one-half of the aggregate value of all the papers for certificates of that rank; but County Boards may, at their discretion, exact in test subjects a higher standard than the minimum, if they have already given notice of their intention to do so.

13. Should any candidate be detected in copying from another, or allowing another to copy from him, or in taking into the room any books, notes, or anything from which he might derive assistance in the examination, or in talking or whispering, it shall be the duty of the presiding Examiner, if he obtain clear evidence of the fact at the time of its occurrence, to cause such candidate at once to leave the room; neither shall such candidate be permitted to enter during the remaining part of the examination, and his name shall be struck off the list. If, however, the evidence be not clear at the time, or be obtained after the conclusion of the examination, the Examiner shall report the case, if that of a Third-class candidate, at a general meeting of the examiners, who shall reject the candidate if they deem the evidence conclusive. If the case be that of a First or Second-class candidate it is to be reported to the Department.

14. The presiding Inspector shall furnish to the Education Department full returns and all necessary information in matters relating to the results of the examination. Any points relative to the examination for Third-class certificates, on which a majority of the examiners do not agree, shall be referred to the Education Department for decision.

V. RULES TO BE OBSERVED BY CANDIDATES.

1. Candidates must be in their allotted places before the hour appointed for the commencement of the examination. If a candidate be not present till after the appointed time, he cannot be allowed any additional time. No candidate shall be permitted on any pretence whatever to enter the room after the expiration of an hour from the commencement of the examination. When the order to stop writing is given, every candidate must obey it immediately.

2. Each candidate is required to conduct himself in strict accordance with the regulations, and should he give or receive any aid, or extraneous assistance of any kind in answering the examination questions, he will be liable not only to the loss of the whole examination, but to the forfeiture or withdrawal of his certificate at any time afterward when the discovery is made.

3. Candidates shall observe the regulation respecting copying, &c., given above.

4. Every candidate for a First or Second-class certificate shall write his NUMBER (not his name) very distinctly at the top of each page of his answer papers, in the middle; and is warned that for each page not bearing his number he is liable to receive no credit from the Examiners.

5. If a candidate for a First or Second-class certificate write his name or initials, or any particular sign or mark on his paper other than the distinguishing number assigned him by the Department, his paper will be cancelled.

6. Candidates for First or Second-class certificates in preparing their answers, will write on one side only of each sheet, placing the number of each page at the top, in the right hand corner. Having written their distinguishing NUMBER on each page, and having arranged their answer-papers in the order of the questions, they will fold them once across, place them in the envelopes accompanying the question papers, and write on the outside of the envelopes the distinguishing numbers and the subjects of examination. They will then securely fasten the envelopes and hand them to the presiding Examiner.

7. Candidates for Third-Class certificates in preparing their answers, will write on one side only of each sheet, and having arranged their papers in the order of the questions, will fold them

once across and write on the outside sheet their names, the name of the examining County Board, and the subject of the paper. After the papers are once handed in, the Examiners will not allow any alteration thereof, and the presiding Inspector is responsible for the subsequent safe-keeping of the same, until he has transmitted them, with all surplus examination papers, to the Education Department.

VII. CANDIDATES FROM THE NORMAL SCHOOLS.

Candidates from the Normal Schools are eligible for examination for First and Second-class Provincial certificates, subject to these requirements, viz.:—

1. Such students only shall be examined who shall present from the Principals thereof respectively, their certificates, which shall state, in the case of each student:—

(a.) That he has given regular attendance during the session at the Normal School lectures, and performed his work to the satisfaction of the Principal and teachers.

(b.) That he has sufficient aptitude to teach.

(c.) That, in the opinion of the Principal, he is qualified to compete for a first or second-class certificate, as the case may be.

(d.) That he is of good moral character.

2. The duties of Presiding Examiner shall be discharged by one of the members of the Central Committee, to be named by the Minister.

3. The Examiner shall conduct the examinations according to the General Regulations of the Department, as far as the same are applicable.

4. During the examination and previous week of preparation, all the Rules and Regulations of the Normal School remain in full force, and any infringement thereof shall be summarily dealt with by the Principal.

5. During the time in each day while the examination is actually proceeding, the Examiner shall have control and be responsible for maintaining discipline in the Examination Hall amongst the candidates, and at all other times and occasions during each day of the examination, the Principal's authority shall be in full force and effect.

6. Such of the foregoing Regulations respecting the examination of candidates generally as are applicable, shall also govern the examination of candidates from the Normal Schools; and the Principals thereof, respectively, shall send to the Education Department, before the 5th June, a list of the names of the intending candidates for First and Second-class certificates, respectively. The Department will affix a number to each name so sent, and this number must be signed by the candidate, and not his own name, to each one of his papers of answers to the questions.

VIII. APPEAL TO THE DEPARTMENT.

1. Any Candidate for a Third-class certificate, shall have the right to appeal to the Education Department against the decision of the Local Board of Examiners. Every such appeal shall be made in writing to the Department within two weeks from the time when the decision is known to the appellant. The appeal shall specify the particular objections.

IX. THIRD-CLASS CERTIFICATES.

General Conditions.

1. Candidates must furnish satisfactory proofs of temperate habits and good moral character.

2. Before obtaining a Third-class certificate, a candidate who succeeds in passing the examination in July, must attend for one session at one of the County Model Schools to be established; and must pass a satisfactory examination at the close of such session. And if a female, must be sixteen years of age, and if a male, must be eighteen years of age.

3. Third-class certificates are valid only in the county where given, and for three years only, and not renewable except on the recommendation of the County Inspector, subject to the regulations of the Department; but a teacher holding a Third-class cer-

tificate may be eligible in less than three years for examination for a Second-class certificate, on the special recommendation of the County Inspector.

Subjects of Examination.

Reading.—To be able to read any passage selected from the authorized Reading Books intelligently, expressively, and with correct pronunciation.

Spelling.—To be able to write correctly any passage that may be dictated from the Reading Book.

Etymology.—To know the prefixes and affixes.

Grammar.—To be well acquainted with the elements of English Grammar, and to be able to analyze and parse, with application of the rules of Syntax, any ordinary prose sentence.

N.B.—In regard to teachers in French or German settlements a knowledge of the French or German Grammar respectively may be substituted for a knowledge of the English Grammar, and the certificates to the teachers expressly limited accordingly. The County Councils within whose jurisdiction there are French or German settlements, are authorized to appoint one or more persons (who in their judgment may be competent) to examine candidates in the French or German language, at the annual examination.

Composition.—To be able to write an ordinary business letter, correctly as to form, modes of expression, &c.

Writing.—To be able to write legibly and neatly.

Geography.—To know the definitions and to have a good general idea of the physical and political geography of Canada, America generally, and Europe.

History.—To have a knowledge of the leading events of English and Canadian History, and of the outlines of Ancient or Modern History as may be prescribed from time to time by the Department.

Arithmetic.—To be thoroughly acquainted with the Arithmetical Tables, Notation and Numeration, Simple and Compound Rules, Greatest Common Measure and Least Common Multiple, Vulgar and Decimal Fractions and Proportion, and to know generally the reasons of the process employed. To be able to solve problems in said rules with accuracy and neatness. To be able to work, with rapidity and accuracy, simple problems in Mental Arithmetic. To be able to solve ordinary questions in Simple Interest.

Education.—To have a knowledge of School Organization and the classification of pupils, and so much of the School Law and Regulations as relates to Teachers.

X. SECOND-CLASS CERTIFICATES.

General Conditions.

1. Candidates from the Normal Schools are eligible for examination for Second-class certificates as provided by the seventh regulation.

2. Other Candidates for Second-class (Provincial) certificates must furnish satisfactory proof of temperate habits and good moral character, and of having successfully taught in a school three years, but a teacher holding a Third-class certificate may be eligible in less than three years for examination for a Second-class certificate, on the special recommendation of the County Inspector.

3. All other candidates must have previously obtained either a Third-class certificate under the present system of examinations, or a First or Second-class certificate under the former system.

4. Teachers holding First or Second-class certificates, granted anywhere in the British Dominions, may be admitted to examination for Second-class certificates in this Province, provided that they produce satisfactory evidence of good moral character and time of actual experience, as required of other teachers.

5. Second-class certificates are valid during good behaviour, and throughout the Province.

6. Candidates who, having successfully taught in a school for three years, shall pass the July examination, may thereupon receive a Second-class certificate; but those who have not taught for three years shall, after passing the July examination, be required, before obtaining a certificate, to attend for one session at a Normal School, and to pass the examination at the close, and if a female, must

be more than sixteen years of age, and if a male, more than eighteen years of age.

Subjects of Examination.

Reading.—To be able to read intelligently and expressively a passage selected from any English author.

Spelling.—To be able to write correctly a passage dictated from any English author.

Etymology.—To know the prefixes, affixes and principal Latin and Greek Roots. To be able to analyze etymologically the words of the Reading Books.

Grammar.—To be thoroughly acquainted with the definitions and Grammatical forms and rules of Syntax, and be able to analyze and parse, with application of said rules, any sentence in prose or verse.

N. B.—In regard to teachers in French or German settlements, a knowledge of the French or German Grammar respectively may be substituted for a knowledge of the English Grammar, and the Certificates to the Teachers expressly limited accordingly. The County Councils within whose jurisdiction there are French or German settlements, are authorized to appoint one or more persons (who in their judgment may be competent) to examine candidates in the French or German language, at the annual examination; the decision of such examiners, however, to be subject, in the case of second-class certificates, to the approval of the Central Committee.

Composition.—To be familiar with the forms of letter writing, and to be able to write a prose composition on any simple subject correctly, as to expression, spelling and punctuation.

Writing.—To be able to write legibly and neatly a good running hand.

Geography.—To have a fair knowledge of physical and mathematical geography. To know the boundaries of the continents; relative positions and capitals of the countries of the world, and the positions, &c., of the chief Islands, Capes, Bays, Seas, Gulfs, Lakes, Straits, Mountains, Rivers, and River-slopes. To know the forms of government, the religions and the natural products and manufactures of the principal countries of the world.

History.—To have a good knowledge of general English and Canadian History.

Education.—To be familiar with the principles and methods of Teaching. To have a thorough knowledge of the approved modes of teaching Reading, Spelling, Writing, Arithmetic, Grammar, Composition, Geography, History and Object Lessons. To be well acquainted with School Management—including school buildings and arrangements, classification of pupils, formation of time and limit tables and modes of discipline, also to give evidence of skill in teaching.

School Law.—To have a knowledge of so much of the School Law and Regulations as relates to Trustees and Teachers.

Music.—To know the principles of Vocal Music.

Drawing.—To understand the principles of Linear Drawing.

Book-keeping.—To understand Book-keeping by single and double entry.

Arithmetic.—To be thoroughly familiar with Arithmetic in theory and practice, and to be able to work problems in the various rules. To show readiness and accuracy in working problems in mental Arithmetic.

Mensuration.—To be familiar with the principal rules of Mensuration of Surfaces.

Algebra.—To be well acquainted with the subject as far as Simple Simultaneous Equations.

Euclid.—Books I. II., with problems.

NOTE.—For Female Teachers, only the First Book of Euclid is required.

Natural Philosophy.—To be acquainted with the properties of matter and with the elementary principles of Statics, Hydrostatics, and Pneumatics.

Chemistry.—To understand the Elements of Chemistry.

Botany.—To be familiar with the structure of Plants, &c., and the uses of the several parts.

Human Physiology.—Some knowledge of Anatomy, Physiology, Hygiene.

NOTE.—Candidates may substitute the English Literature of the Intermediate Examination for Botany and Physiology. Those who choose to exercise this option shall notify the Inspector of their intention, when making their application, and the Inspector shall forthwith transmit the information to the Department.

3. *Additional for Second-Class Teachers who desire Special Certificates for teaching Agriculture under Section 27 (19) of the School Act, 37 Vic., Chap. 27.*

Natural History.—General view of the Animal Kingdom—Characters of principal classes, orders and genera.

Botany.—Vegetable Physiology and Anatomy—Systematic Botany—Flowering plants of Canada.

Agricultural Chemistry.—Proximate and ultimate constituents of plants and soils—Mechanical and Chemical modes of improving soils—Rotation of Crops—Agricultural and Domestic economy, &c.

XI. FIRST-CLASS CERTIFICATES.

General Conditions.

1. Candidates from the Normal Schools are eligible for examination for First-class certificates as provided by the seventh Regulation.

2. Other candidates for a First-class (Provincial) certificate, must furnish satisfactory proof of temperate habits and good moral character, and of having successfully taught in a school for five years, or two years, if during that period he has held a Second-class certificate granted under the Regulations.

3. All other candidates for First-class certificates, who do not already possess Second-class Provincial certificates, shall be required to previously pass the examination for such second-class certificates.

4. A First-class certificate of any grade renders the holder eligible for the office of Examiner of Public School Teachers; that of the highest grade (A) renders the holder eligible for the office of Public School Inspector. Certificates of eligibility for these offices can be obtained on application to the Department.

5. Teachers holding First or Second-class certificates, granted anywhere in the British Dominions, may be admitted to examination for First and Second-class certificates respectively, in this Province, provided that they produce satisfactory evidence of good moral character and time of actual experience, as required of other teachers.

6. Graduates in Arts who have proceeded regularly to their degrees in any university in the British Dominions, and who produce satisfactory evidence of having taught successfully for one year, and satisfactory proof of good moral character, may be admitted to the examination for First-class certificates without previously obtaining Third and Second-class certificates.

Subjects of Examination

Reading.—To be able to read intelligently and expressively a passage selected from any English author.

Spelling.—To be able to write correctly a passage dictated from any English author.

Etymology.—As for Second-class Teachers.

Grammar.—To be thoroughly acquainted with the subject, as contained in the Authorized Text-Books.

Composition.—As for Second-class Teachers.

English Literature.—To have a general acquaintance with English Literature and with its history, as to which certain special eras and authors will be taken up annually, of which due notice will be given by the Department. The subjects prescribed for the year 1877 are set forth in the note annexed.

Chemistry.—As for Second-class Teachers; and to be familiar with the Definitions, Nomenclature, Laws of Chemical Combinations, and to possess a general knowledge of the Chemistry of the Metalloids and Metals.

Human Physiology.—As for Second-class Teachers.

Natural History.—General View of Animal Kingdom.

Writing.—As for Second-class Teachers.

Geography.—As for Second-class Teachers, and in addition, to possess a special knowledge of the Geography of British America and the United States, including the relative positions of the Provinces and States with their capitals; to understand the structure of the crust of the earth; use of the globes.

History.—A knowledge of General, Ancient, and Modern History, for such portions and particular periods as may from time to time be prescribed by the Department, and of which due notice will be given. The subjects prescribed for the year 1877 are set forth in the note annexed.

Education.—As for Second-class Teachers, and in addition, to possess a good knowledge of the elementary principles of Mental and Moral Philosophy; and to be acquainted with the methods of teaching all the branches of the Public School course.

School Law.—To be acquainted with the Law and Official Regulations relating to Trustees, Teachers, Municipal Councils, and School Inspectors.

Music.—To know the principles of Vocal Music.

Drawing.—To evince facility in making perspective and outline sketches of common objects on the blackboard.

Book-keeping.—As for Second-class Teachers.

Arithmetic.—To know the subject in theory and practice. To be able to solve problems in arithmetical rules with accuracy, neatness and despatch. To be ready and accurate in solving problems in Mental Arithmetic.

Mensuration.—To be familiar with rules for Mensuration of Surfaces and Solids.

Algebra.—To know the subject as contained in the authorized text-book completed.

Euclid.—Books I. II. III. IV., Definitions of V., and Book VI. with exercises.

NOTE.—For female teachers, the First Book only of Euclid is required. If, however, the candidate desires a certificate of eligibility as an Examiner, the same examination must be passed in Euclid as is required of male teachers.

Natural Philosophy.—As for Second-class Teachers; and in addition, to be acquainted with Dynamics.

Chemical Physics.—To have a good general acquaintance with the subjects of Heat, Light, and Electricity.

Natural History.—General View of Animal Kingdom—Character of principal Classes, Orders and Genera.

Botany.—Vegetable Physiology and Anatomy—Systematic Botany—Flowering Plants of Canada.

Agricultural Chemistry.—Proximate and ultimate constituents of plants and soils—Mechanical and Chemical modes of improving soils—Rotation of Crops, etc., etc.

NOTE.—For July, 1877, there have been selected a part of the works of four eminent authors, each of whom represents a different period in the literary history of England, and candidates for First-class certificates will be examined on these selections, as well as on the lives of the authors, and on the literary history of the period in which each author lived, with the causes to which the several periods owe their peculiar literary character.

The following are the works selected:—

I. The Tragedy of Macbeth.—*Shakespeare.*

II. Ten of *Lord Bacon's* Essays, namely:—

No. 1. Of Truth.

No. 3. Of Unity in Religion.

No. 5. Of Adversity.

No. 16. Of Atheism.

No. 23. Of Wisdom for a Man's Self.

No. 29. Of the True Greatness of Kingdoms and Estates.

No. 32. Of Discourse.

No. 34. Of Riches.

No. 41. Of Usury.

No. 50. Of Studies.

III. Ten Essays by *Addison*, from the *Spectator*, namely:—

No. 26. Reflections in Westminster Abbey.

No. 317. On Waste of Time. *Journal of a Citizen.*

No. 329. Visit with Sir Roger de Coverley to Westminster Abbey.

No. 343. Transmigration of Souls. Letter from a Monkey.

No. 517. Death of Sir Roger de Coverley.

Nos. 558 and 559. Endeavours of Mankind to get rid of their Burdens. A Dream.

No. 565. On the Nature of Man. Of the Supreme Being.

No. 567. Method of Political Writers affecting Secrecy.

No. 568. Coffee-house Conversation on the preceding Paper.

IV.—The Lady of the Lake.—*Scott.*

The following portions of History, for July, 1877, are prescribed, viz.:—

1. *General History.*—Freeman, chaps. I. to V. inclusive.

2. *Ancient History.*—Special and more detailed study of a particular period—History of Greece to the close of the Peloponnesian War. (*Schmitz's Ancient History*, Book II., or the *History of Greece*, by Dr. W. Smith, may be consulted.)

3. *Modern History.*—Special and more detailed study of a particular period—History of England: the Tudor period. (*Green's short History of the English People*, and *Macaulay's History of England*, chap. I., may be consulted.)

ADAM CROOKS,

Minister of Education.

(3) EDUCATION DEPARTMENT, ONTARIO.

MIDSUMMER EXAMINATIONS, 1877.

1. The Admission Examination for Collegiate Institutes and High Schools will be held on Tuesday and Wednesday, the 3rd and 4th July.

2. Candidates for admission are required to send their names to the Head Master by the 1st June.

3. The Intermediate Examination will be held on Monday, Tuesday, Wednesday, Thursday, and Friday, the 9th–13th July.

4. The Examination of Candidates for First-class Teachers' Certificates, will commence on Tuesday, the 10th July, at 9 A.M.; for Second-Class on Monday, the 9th July, at 2 P.M.; and for Third-class on Monday, the 16th July, at 2 P.M.

5. All candidates for First-class Certificates will be examined in the Normal Schools at Toronto and Ottawa, and Second and Third-class candidates in the same places as heretofore.

6. Candidates for First-class Certificates must mention in the notice sent to the Inspector by the 1st June, at which Normal School they intend to present themselves for examination, and the Inspector will inform the Department.

7. Candidates for Second-class Certificates may substitute the English Literature paper of the Intermediate Examination for the paper on Botany and Physiology. Those who choose to exercise this option, shall notify the Inspector before the 1st June, when making their application, and the Inspector will inform the Department.

8. The candidates for the Intermediate and for the Second-class Certificates will be examined on the same papers and at the same hours in the following subjects, viz.:—

English Literature; English Grammar and Etymology; Geography; Dictation; Arithmetic; History; Algebra; Book-keeping; Natural Philosophy; Euclid; English Composition, and Chemistry. But although the papers will be the same, the standard required for Second-class Certificates will be higher than for the Intermediate, and papers will be provided for the *additional* subjects for Second-class Certificates, viz.: Botany and Physiology; Music; Education and School Law; Drawing.

9. Candidates for the Intermediate Examination who are also candidates for Teachers' Second-class Certificates will be examined in the same place with the other candidates for Second-class Certificates.

10. The Department cannot undertake to provide examination papers for candidates for the First or Second-class or for the Intermediate whose names are not reported in due time.

11. It is expected that in Towns or Cities where an Intermediate

Examination is being held, the High School Board will dismiss the School under Sec. 19 of the Act of 1877, and so far as the Minister can authorize the same, such Public Schools in Towns or Cities, any of whose Teachers are Candidates for First or Second Class Certificates, may be closed after Friday, the 6th of July, on application being made to the Department.

12. Inspectors are enjoined to give full notice of these arrangements.

By Order,

ALEX. MARLING,
Secretary.

May 14, 1877.

(4) PENSIONS TO SUPERANNUATED SCHOOL TEACHERS.

COPY OF AN ORDER IN COUNCIL, approved by His Honour the Lieutenant Governor, the 8th day of May, A.D. 1877.

Upon the recommendation of the Honourable the Minister of Education, the Committee of Council advise that pensions be awarded by your Honour to the applicants named in the annexed report of the Deputy Minister of Education, out of the funds provided under the Act 37 Vic. Chap. 98, Sections 97 and 98, at the rates therein mentioned, but subject, as to all applicants, to the conditions imposed by the Law and general regulations of the Department; and as to those applicants who are under the age of sixty years, subject to the further condition that if their disability be removed, the allowance is to cease, and that each applicant shall submit himself yearly to the Inspector for his report touching such disability or the continuance thereof.

Certified,
(Signed) J. G. SCOTT,
Clerk Executive Council, Ont.

The Honourable the
Minister of Education.
8th May, 1877.

SUPERANNUATED TEACHERS.

The Deputy reports to the Minister of Education that he has carefully examined the accompanying applications of Public School Teachers, and as they have complied with the Law and regulations on the subject, respectfully recommends the applicants for superannuation, viz:—

NAME.	Religion.	Country of Birth.	Residence.	Age	Service in Ontario.
I. Over 60 years of age.					
George W. Dulmage...	Methodist...	Ontario.....	Tp. Loughboro'..	61	22 years.
William Emerson.....	Episcopal...	Ireland.....	Cavan.....	73	2 "
Hugh Hamilton.....	Presbyterian	Scotland.....	Goderich.....	63	22½ "
Wm. F. Kennedy.....	R. Catholic..	do.....	Tp. Lancaster...	65	46½ "
Alexander Stewart....	Presbyterian	do.....	Roxborough....	75	12 "

II. Under 60 years of age, and disabled from teaching.

William Barr.....	Presbyterian	Ontario.....	Tp. Mornington.	22	4½ years.
Parsons D. Fleury....	Methodist...	U. S. of America	Tp. Melancthon..	40	17 "
Adele B. Rochon.....	R. Catholic..	Quebec.....	Tp. Alfred.....	57	10½ "

Respectfully submitted,
(Signed.) J. GEORGE HODGINS,
Deputy Minister.

Education Department,
May 1st, 1877.

(5) REVISED REGULATIONS AS TO SCHOOL ACCOMMODATION.

Approved by the Lieutenant-Governor in Council, the Eighth day of May, 1877.

I.—RURAL SCHOOLS.

The law as now amended (see sec. 17 (2) of Act, 1877), requires Trustees of Rural School Sections to provide adequate school accom-

modation in their sections, "so as to accommodate at least two-thirds of the children who have the right to attend the school of the section, according to the census taken by the Trustees for the next preceding year." This includes all children resident in the School Section between the ages of 5 and 21 years, and also children from adjacent school sections, whom the Trustees are required to admit upon certain conditions.

The school accommodation required by the Act for school-houses hereafter to be erected, is hereby defined as follows, and these requisites are to be construed to apply also to existing school-houses, so far as the circumstances of each Section may enable them to be complied with, without pressing unduly upon the resources of the Section. Inspectors will see to the carrying out of the Regulations. Special cases of omission or difficulty, to be reported to the Department for decision or advice.

1.—RURAL SCHOOL SITE, HOUSE AND APPENDAGES.

1. *Fifty Children and under*—Site.—When the number of children resident in a Section is fifty or under, the site for the school-house shall not be less than half an acre in extent.

2. *Over Fifty Children*—Site.—When the number exceeds fifty, the site shall not be less than an acre in extent.

3. *Kind of House*.—On such site there shall be a substantial school-house of wood, brick, stone, etc. (the kind to be determined at the pleasure of the Trustees), set back at least ten yards from the road or street, the walls of the house shall not be less than ten feet high in the clear. It shall not contain less than twelve square feet on the floor for each child who has the right to attend (to the extent of two-thirds of the total number as aforesaid), so as to allow an area in each room, or gallery, for at least one hundred and twenty cubic feet of air for each child, including space for Teacher, platform, and passages between the seats.* It shall also be sufficiently warmed and ventilated, and the premises properly drained, to the satisfaction of the Inspector.

4. *Separate Entrances*.—In school-houses for more than fifty pupils, there shall be separate entrances for boys and girls, with necessary cap and cloak-rooms attached.

5. *Fences*.—The School premises shall be strongly fenced, the play yards in the rear of the school-house being invariably separated by a high and tight board fence, or wall; the front ground being planted with shade trees.

6. *Well*.—A Well, or other means of procuring water for the School, satisfactory to the Inspector.

7. *Offices*.—Proper and separate offices for both sexes shall be provided at some little distance from the school-house, and suitably enclosed or otherwise masked.

2.—SCHOOL-HOUSE ACCOMMODATION AND TEACHERS.

3. *50 Resident Children*.—For a School Section having fifty resident children or under, there shall be a house with school-room, and comfortable sittings for the children, and the Trustees may also provide a gallery or class-room. There shall be one Teacher and at the option of the Trustees, a Monitor to aid the Teacher.

4. *100 Resident Children*.—For a Section having 100 resident children, there shall be a house with two class-rooms with comfortable sittings (one for an elementary and one for an advanced division) and the Trustees are recommended to provide a gallery. There shall be a Teacher and Assistant, and at the option of the Trustees, a Monitor.

5. *150 Resident Children*.—For a Section having one hundred and fifty resident children, a house having one gallery and two good class-rooms with comfortable sittings, and one Teacher, an Assistant and Monitor; or a house having a gallery and two apartments, one for an elementary, and one for an advanced department, with a Teacher and two Assistants. If one commodious building cannot be secured, two houses may be provided in different parts of the Section, with a Teacher, and Assistant in each. A Monitor may be appointed to prepare the younger children for the Master, the duty of the Assistant being confined to the preparation of the more advanced pupils.

6. *Over 150 Resident Children*.—For a Section having over one hundred to one hundred and fifty resident children, the regulation for accommodation for Village Schools shall apply.

*Thus, for instance, a room for fifty children would require space for 6,000 cubic feet of air. This would be equal to a cube of the following or equivalent dimensions in feet, viz.: 30 x 20 x 10, which is equivalent to a room 30 feet long by 20 wide and 10 feet high.

NOTE.—Temperature.—In Winter, the Temperature during the first school hour in the forenoon or afternoon, should not exceed 70, and 80 degrees during the rest of the day.

II.—CITIES, TOWNS AND VILLAGES.

It is the duty of the Public School Board under the amended law of 1877, to determine the number and kinds of schools to be established and maintained in the Municipality, and in order that this duty may be definitely regulated, the following are to be observed by the respective Public School Boards, that is to say :—

I.—SCHOOL-HOUSE ACCOMMODATION AND TEACHERS.

1. *150 to 200 Resident Children.*—For a Village or Town School, having from one hundred and fifty to two hundred resident children, a brick, stone, or frame house shall be provided by the Board, having in it one or two galleries, and three apartments (one for an elementary, one for an intermediate division, and one for the highest division), and by means of a sliding door, one good class-room, at least, common to the two latter; also three Teachers and an Assistant, and at the option of the Trustees, a Monitor. The area of each room or gallery shall be such as to secure a space of at least one hundred cubic feet of air to each child, to be accommodated therein. If necessary, schools may be provided at the pleasure of the Trustees for the different departments in different parts of the village, town or division.

2. *200 Resident Children and upwards.*—For any village or town having two hundred resident children and upwards, a house or houses with sufficient accommodation for the different elementary and advanced divisions shall be provided as above prescribed.

III.—AS TO ALL PUBLIC SCHOOLS.

The Offices shall be constructed so as to possess these essential particulars, viz :—

1. The Privy building, or Closet, should be masked from view, and its approaches equally so.

2. There should be little or no exposure to mud or wet weather in reaching it.

3. There should be no unpleasant sight or odour perceptible.

4. The apartment should be well finished.

5. It should be kept entirely free from cuttings, pencillings, or markings, and scrupulously clean.

6. There should be, at least, two privies attached to each mixed school, and they should be so separated that neither in approaching nor occupying them, can there be either sight or sound observed, in passing, or from one to the other. This cannot be effected by a mere partition; nothing can secure the object but considerable distance, or extra heavy brick or stone walls resting on the ground. It is a serious error to omit this precaution.

7. *Furniture and Apparatus.*—Desks, seats, blackboards, maps, library, presses, books, and other furniture, necessary for the efficient conduct of the school, shall be furnished.

SUGGESTIONS AS TO SCHOOL BUILDINGS.

Trustees and School Boards are recommended to pay due attention to the following particulars in the erection of School-houses, viz :—

1. The school-house should be but *one story high*, in rural sections.

2. A separate room should be provided for every fifty pupils enrolled in the School. By means of sliding doors, these separate rooms could be thrown into one on special occasions.

3. Provision should be made for one or more gallery or class-rooms in every School, according to its size, as heretofore prescribed.

4. Separate entrances with outer porches to the school-house or room, for boys and girls, should invariably be provided, where the number of pupils is over fifty.

5. The entrance porches should be external to the school-house.

6. The external doors of the school-house should open outwards.

7. The school-room must be well ventilated.

8. The light should be admitted to the school and class-room behind or at the left of the children, and either from the east or north, but in no case should the children face it.

9. The window-sashes should be made to move up and down on pulleys, and the sills should be about four feet above the floor.

10. Each school-house should be provided with a bell.

11. If the house be brick, care should be taken to make the walls hollow, but air-tight, otherwise the walls will be damp inside.

NOTE.—Each Inspector is furnished by the Department with Dr. Hodgins' book on School Architecture, which supplies useful plans and suggestions for the guidance of Trustees; and the In-

pector will assist the Trustees in giving effect to the above recommendations.

ADAM CROOKS,
Minister.

Education Department, Ontario,
10th May, 1877.

(6) IN THE MATTER OF MR. W. A. WHITNEY.

Copy of an order in Council, approved by His Honour the Lieutenant Governor, the 17th day of April, A. D. 1877.

Upon consideration of the report of the Honourable the Minister of Education, dated the 11th day of April, 1877, with respect to the case of Mr. W. A. Whitney, Master of Arts, High School Master of Iroquois, whose certificates as Inspector and Examiner under the School Acts, were cancelled by Order in Council, dated 21st June last, the Committee of Council advise that Mr. Whitney be restored to his former educational status, and that the Certificate from the Education Department do issue, of his possessing the qualifications of an Inspector and of an Examiner respectively.

Certified,

(Signed) J. G. SCOTT,
Clerk Executive Council, Ontario.

18th April, 1877.

The undersigned begs to recommend for the consideration of His Honour the Lieutenant-Governor in Council, the following with respect to the case of Mr. W. A. Whitney, Master of Arts, High School Master of Iroquois. By Order in Council of the 21st day of June, 1876, upon the Report of the undersigned, dated 20th June, 1876, the certificate held by Mr. Whitney, as Inspector and Examiner, was cancelled for the cause in that report mentioned. In communicating this action to the High School Board of Iroquois, the undersigned then expressed the hope that Mr. Whitney's conduct in the future would merit approbation, and in order that there might be an incentive to him to ensure this, the undersigned was prepared to accede to the recommendation of the Board, that they should continue his services as their Head Master, and that the undersigned when convinced that the punishment had been effectual in showing Mr. Whitney and others, that the regulations must be strictly observed, the undersigned would be prepared, on satisfactory proof being furnished, to advise His Honour the Lieutenant-Governor, in Council, to restore Mr. Whitney to his former educational status. On the 28th March, 1877, the High School Board of Iroquois passed a resolution to the effect that, in the judgment of that Board, the undersigned might with confidence restore Mr. Whitney to his former status; and this opinion of the Board is corroborated by the Reeve, Deputy Reeve and Councillors of the Township of Matilda, the Reeve and Councillors of Iroquois, the Reeve and Councillors of Morrisburg, the Reeve, Deputy Reeves and Councillors of Winchester, and other leading persons in the neighbourhood.

The undersigned therefore respectfully recommends that Mr. Whitney be restored to his former educational status accordingly, and that the certificates from the Education Department do issue of his possessing the qualifications of an Inspector and an Examiner respectively.

Respectfully submitted,

(Signed) ADAM CROOKS,
Minister of Education.

Education Department,
Toronto, 11th April, 1877.

(7) LEGALITY OF UNION SCHOOL SECTIONS.

MEMORANDUM as to S. S. No. 5 E. Nissouri, and Union S. S. (alleged) No. 1 N. Oxford.

Mr. Ball, Q. C., Counsel in the case of Halpin vs. Calder, reported, 26 Common Pleas, p. 501, submits for my consideration the question, how far the result of this suit has been affected by the amendments to the School Law passed during last session, and the intention of such enactment.

In March, 1876, I found, upon reference to the Public School Act of 1874, that no provision of law existed for the formation of unions between portions of the township municipalities, but such provision had existed previously, and that this was a *casus omissus*, or slip, which had occurred in the consolidation, which would accordingly require amendment from the Legislature at its next session. I so advised several public school Inspectors when they applied for information on this point; and the judgment subsequently pro-

nounced by the Court of Common Pleas in *Halpin vs. Calder*, confirmed these views.

When present at Ingersoll, last autumn, the solicitor for the defendant brought his position to my attention, and they subsequently sent me a draught clause of an amendment which, as they contended, should be passed to meet this defect in the law. I refused to express any opinion on the point, but brought all the proposed new clauses as to union sections before the Government for discussion before the Act was introduced. These were all framed by me, to meet practical difficulties which had been brought to my attention in connection with this case and others, and sub-section 4 of section 11 which confirms existing unions as between portions of different municipalities was the definite conclusion of the Government; and in the Legislative Assembly in Committee of the whole, this was extended on the suggestion of Mr. Meredith, M.P.P., to unions within the same municipality.

The clear intention of this amendment is to protect school trustees or others who had acted in good faith from being further harassed through a view of the law which would have been correct had it not been for the fault of the Legislature itself, in inadvertently omitting by apt words to continue the law as it was.

As to whether the facts in this case bring the alleged union within the confirmation provided by the 4th sub-section I have no authority to decide, but it would seem clear that further proceedings may be stayed in the suit of *Halpin vs. Calder*, on the terms mentioned in this sub-section.

(Signed) ADAM CROOKS,
Minister of Education.

Education Department, (Ontario),
Toronto, 19th April, 1877.

(8) MEMORANDUM AS TO FEES IMPOSED BY PUBLIC SCHOOL BOARDS.

The question has been raised by a parent as to the right of the Public School Board of Brantford, to impose a fee of ten cents per month in respect of his child who is in division 3, second book, in common with all the scholars in the same division, who are subjected to the like fee.

The parent objects on the ground that while the School Board has the right to impose a fee for the use of books, they have no right to refuse tuition to the child of a ratepayer, should he refuse to pay this fee.

In this case the parent says, that if his child used the books supplied by the Board he would pay the fee if it was a fair one; as it is an exorbitant one, and he supplies his own books, he does not feel called upon to pay the Board's fee.

While by the 141st section of the Public School Act of 1874, all public schools are free, yet by sub-section 6, it is provided that trustees in cities, towns, and villages may collect from parents a sum not exceeding twenty cents per month per pupil to defray the cost of text-books, stationery, and other contingencies, and by section 87, (2) the Public School Board is expressly authorized to collect in their discretion from the parents of children attending any public school under their charge, a sum not exceeding twenty cents per calendar month per pupil for the like purposes.

The general regulations of the late Council of Public Instruction (A. D. 1875) with respect to public schools, provide (see Division IX, rules 10 and 11) that such fee is payable in advance, and that no pupil shall have the right to enter or continue in the school until the fee shall have been paid.

My opinion in view of the law and regulations referred to, therefore, is that the parent's objections are untenable, that it is immaterial whether his child uses the books furnished by the trustees or not, that the fee imposed is within the statutory right of the trustees, and that the mode of collection prescribed by the General Regulations of excluding the pupil from the school while non-payment continues, can be legitimately exercised notwithstanding the general declaration of the law that all public schools are free.

(Signed) ADAM CROOKS,
Minister of Education.

Education Department, (Ont.)
Toronto, April, 1877.

(9) SCHOOL DISCIPLINE.—ACTION BEFORE A MAGISTRATE.

MEMORANDUM IN REFERENCE THERETO.

In the case of a pupil, against Miss Isabella Mathieson, Public School Teacher, in the Village of Petersville, for an alleged assault, brought before J. Peters, Esq., J. P., I have examined the evidence

taken before him, and Miss Mathieson's statement. The finding of the Magistrate was to dismiss the complaint, but yet to impose three dollars and eighty cents costs, to be paid by Miss Mathieson, and that in default she should be imprisoned in the common gaol. It appears that the complainant was guilty of insubordination of a premeditated kind, and which quite justified the action of Miss Mathieson in taking her as she did by the shoulders and pushing her through the hall to the door, and out of it, but no physical injury thereupon was alleged. This is no case of undue severity on the part of the Teacher in maintaining her unquestionable authority. I must express my regret that any Magistrate should have thought fit to have interfered in a matter of this nature, and which had been previously investigated by the Board of Trustees, who were quite competent to deal with it. The interference of any Magistrate in matters pertaining merely to the discipline of our Public Schools is to be deprecated, and it is only in a case where undue severity has been exercised by the Teacher that any Magistrate should consider it a case to be dealt with according to law. The Teacher's task is quite onerous enough without unnecessary and injudicious interference on the part of parents, who, under fancied grievances, complain to a Magistrate. Unless the children receive some substantial injury his duty should be to refuse to interfere, and leave the question to be dealt with by those best conversant with it, namely, the Trustees of the schools themselves. In this case Miss Mathieson deserved support, and not censure, from the Magistrate.

(Signed) ADAM CROOKS,
Minister of Education.

Education Department,
Toronto, April 17th, 1877.

SECOND MEMORANDUM RESPECTING THE ABOVE CASE.

Since my memorandum of the seventeenth day of April, in this matter, which expressed, as I think correctly, the true position of Justices of the Peace, when called upon to interfere in complaints arising from the exercise of discipline in our Public Schools, I have received two communications from Mr. Peters, J. P., on the subject, in which he refers to one of the grounds of my objection to his interference in the case—which was that the matter had been previously investigated by the Board of Trustees—as being incorrect. Mr. Peters states in his letter of the 24th of April, that "the complaint had not been investigated by the Trustees, Miss Mathieson having for reasons best known to herself, failed to appear before them when requested to do so." Again, "It was in fact in consequence of Miss Mathieson's contemptuous treatment of the summons issued by the Trustees, that the matter was brought before me." In his letter of the 25th April, Mr. Peters in effect reiterates this statement, and encloses, by way of corroboration, a letter to himself from Mr. John Simpson, Chairman of the Board, who states: "After Mrs. Westby complained to us of the treatment of Miss Mathieson towards her daughter, we summoned her to appear before us three or four times, to have the matter investigated. She failed to do so, in fact she treated us with contempt. Had she appeared before us, the case would never have come before you."

On the other hand, the statement of facts laid before me by Miss Mathieson's letter of the 20th February, is as follows:—"The matter was brought before the Trustees, misrepresented; they came to the decision to have both parties present at such meeting. I was too ill to attend the meeting,—left a written statement of the facts, also the statements of several girls who were present. The Trustees preferred I should appear, and left the matter over till the next meeting. I was dangerously ill that night, my physician was with me, he sent them a certificate,—was very ill for a number of weeks, and having experienced a very severe affliction in my home, thought no more of the matter until after the first meeting of the new Board. I heard the case was left over for them to settle; they at once dismissed it as being too trivial to be taken notice of. I had resumed teaching by this time. The Secretary informed me on Saturday the 10th instant how the matter was disposed of. On Wednesday the 14th, there was a constable standing at the school gate, he served a summons on me, wherein I was charged with assault on this girl. He also served summonses on three of the girls to appear as witnesses; this was at 9 a. m., I was summoned to appear before Squire Peters at 4 o'clock p. m. of the same day at the school house. I was too weak from recent illness to take any steps to defend myself. I sent to the Secretary in the afternoon for the papers; he came to the school; was very indignant; said he would go to the Chairman, they were both at the school before 4 o'clock, when Squire Peters came up; they objected to his entering the building, but he used all the possible persuasion he could."

Now it will be seen that both Mr. Peters and Mr. Simpson admit

that if the Trustees had investigated the complaint, the interference of Mr. Peters would have been unnecessary, and consequently unjustifiable and worthy of censure. Mr. Simpson states that this interference of the magistrate was necessary, because the Teacher had treated the Board with contempt, in failing to appear before them, and Mr. Peters shelters himself under the same excuse. Miss Mathieson's statement is specific on every point, and in perusing it I was prepared to give it as much credit as if it had been on oath. I think from it that it could be established by formal legal proof that the Trustees knew the true reason for Miss Mathieson not having personally appeared at their meeting, and that it was occasioned by physical inability arising from a weak state of health, and not from any intention to disregard the proceeding of the Board. They must have known that Miss Mathieson had left a written statement of the facts, and should have read it; and they must also have been aware of the doctor's certificate, and of the true cause of her non-attendance.

The new Board was left to deal with the matter, and if it is not true, that they dropped it "as being too trivial," it was their duty to have given Miss Mathieson an opportunity of being heard, before being pronounced contumacious, and the authority of a Justice of the Peace invoked. I regret that in the exercise of an official duty, my views should reflect on others who are also assuming to discharge official duties; but I think I am bound to declare as explicitly as possible, in the interest of Education, that the discipline in the school, which the Teacher can alone exercise beneficially, should not be impaired by the interference of School Trustees or Justices of the Peace, except in a grave case of undue severity or cruelty.

(Signed) ADAM CROOKS,
Minister of Education.

Education Department,
28th April, 1877.

(10) PENNSYLVANIA TEACHERS' ASSOCIATION.

We have received the following circular relating to the next meeting of the State of Pennsylvania Teachers' Association in August next.

We have much pleasure in calling the attention of our Inspectors and Teachers to the matter, and trust that many of them will be able to arrange so as to be able to attend the meeting of the Association. The Teachers of Ontario are under many obligations to the Hon. Mr. Wickersham and other public men in the State, for the attention paid to them and other friends of Education from Canada, during their visit to the Centennial Exhibition, under Dr. May's superintendence last year:—

"The Executive Committee of the Pennsylvania State Teachers' Association, unanimously resolved to extend through you, a cordial invitation to their professional brethren, the Teachers and School officers of the Province of Ontario, to meet them in convention assembled, at Erie, Pa., August 7th, 8th and 9th, 1877.

"The members of the Pennsylvania State Teachers' Association will esteem it a rare privilege to have their proceedings enlivened and rendered more profitable by an expression of the views of the enlightened teachers of the Province of Ontario, and trusting that the advantages of more intimate acquaintance may be mutual, and knowing something of the zeal in the cause of education, that animates the educators of the Province of Ontario, from the Honourable Minister down to the elementary school teacher, they have extended the above invitation, in the hope that it will be accepted, and that the next Meeting of the Association will thus become a conference long to be remembered. I am with profound respect, your humble servant,

"R. H. BUEHRTE,
Chairman Executive Committee.

"I cordially unite in the above invitation.

"J. P. WICKERSHAM,
State Superintendent, Public Instruction."

II. Education in Various Countries.

(11) EDUCATION IN ENGLAND.

Summary of the Month.

The New Educational Code for 1877 has been issued by the Education Department. No grant will in future be paid to any elementary school except on a report from an inspector, unless the inspector is prevented by some cause from visiting the school. Inspectors may have assistants to examine schools. Grants will be issued to elementary schools once in the year, and the income of

the school is to be applied only for the purposes of public elementary schools. Schools not open for a whole year, or which have been closed by reason of epidemics, will have proportionate reduction of the number of attendances required. A "child's school book" will have to be deposited with the teacher in proof of age by every child admitted after the first January, 1878. A special grant may be made on a favourable report of the inspector, if the population of the school district is less than 300, and no other recognised schools available. The amount which may be claimed by the managers (Articles 19 to 22) is reduced if it exceeds 17s. 6d. per scholar in average attendance during the year (Article 13) by its excess above the income of the school from all sources whatever other than the grant, provided that this reduction is not to bring the grant below 17s. 6d. per scholar. After the 31st of March, 1878, not more than three pupil teachers will be allowed in any school in respect of each certificated teacher serving in it. The age of admission will be 14, and the engagement will be for four years. When the average attendance exceeds 220, a second adult certificated or assistant teacher will be required. Two stipendiary monitors will be allowed, either in place of a fourth pupil teacher, or to fill, for not more than two years, a vacancy in the staff of pupil teachers in any school. Stipendiary monitors will not be less than twelve years of age; will pass on admission the examination in reading, writing, and arithmetic for Standard 4; and that for Standard 5 at the end of the first year. They will be paid a fixed stipend by the managers, and will assist for not more than three hours each day in the school, receiving during the rest of the school hours special instruction either by themselves or in one of the higher classes of the school. This arrangement, if the managers wish it, may be adopted in any school where the year ends before the above-mentioned time.

The National Education League, which has been in active operation for nearly eight years, is about to be dissolved. The object of the League, which was founded in 1869, was "the establishment of a system which shall secure the education of every child in the country." This, as is well known, was proposed to be accomplished by means of universal School Boards, compulsory attendance, secular instruction, and free education in all schools supported or aided by local rates. These points have so far not commended themselves, at least in their entirety, to the friends of National Education, and, in face of the prejudices against some of the advanced views of the League, although perhaps in some cases exaggerated or even unfounded, it is, we think a wise decision on the part of the Executive to dissolve an organization which was every year arraying a stronger opposition against it. A meeting of the Executive Committee took place on the 11th January, in which it was resolved to call a meeting of the Subscribers, to be held at the office of the league in Birmingham, on the 28th March, to receive a resolution of the Executive for the dissolution of the Society, a circular being in the meantime sent round to the members explaining the reasons which have led to the step.

Apropos of the Universities Bill now before Parliament, a correspondent of *Nature* has abridged from the Oxford University Calendar of this year the following useful summary of facts with regard to teachers and students in that University. There are about 2,400 undergraduates, or persons *in statu pupillari*, on the College and University books; 400 of these graduate in each year, the average time spent in the University being over 4 years. Of these, 75 per cent. read for honours in the various Schools or Faculties, whence it appears that there are about (probably less than) 1,800 students in Oxford reading for honours. Of these 1,800, it appears that 33 per cent. read for the school of Literæ Humaniores (philosophy, classical history, and philology), 20 per cent. for the school of modern history, 17 per cent. for the school of theology, 15 per cent. for the school of law, 7 per cent. for the school of mathematics, and only 6.5 for the school of physical science. Of the 2,400 graduates 24 per cent. hold college scholarships or exhibitions varying in value from £30 to a £100 a year, exclusive of scholarships or exhibitions granted by external bodies. There are at this moment 360 fellows of colleges exclusive of heads and professors, of whom 140 (out of a total of 160 college lecturers and tutors) are resident and engaged in teaching. The average endowment of a fellowship is £250. There are 37 University professors, of whom nine give no definite courses and have no pupils. They are distributed on subjects thus: theology, 5; medicine, 2; law, 4, and a reader; Lit. Human. 7, and a reader; mathematics, 3; physical science, 7, and 4 readers; modern history, 3, and a reader; fine art and modern languages, 7. Taking the total number of teachers, both collegiate and professional, and the total number of honour students, according to the subjects which they respectively teach and pursue (which subjects may be ascertained from the calendar), we find that in Literæ Humaniores the proportion of collegiate and professional teachers to students is 1 : 5.5; in mathematics, 1 : 6; in physical science,

1 : 7 ; in modern history, 1 : 5 ; in law, 1 : 15. 5. Estimating the average annual income of a college lecturer or tutor at £500, we find that £75,000 is the sum required to pay at this rate for 150 such persons. This sum is exactly what the scholarship fund (£40,000), plus 140 fellowships of £250 each, amounts to ; so that, practically, the teaching in Oxford colleges is paid for, not by the parents of undergraduates, but by a portion of the collegiate endowments—to wit, the scholarship fund and two-fifths of the fellowship fund.

The Basingstoke fagging case, which has lately been advertised in the Queen's Bench, will recall a somewhat similar case at Winchester, which furnished a subject of discussion during the Long Vacation of 1872, but was not honoured by an appeal to the law. How far it is desirable, if at all, that one boy should possess the delegated power of ordering as a fag, or of inflicting corporal chastisement upon, another ? This is a question which may best be examined by some analysis of the systems in vogue at various leading schools of the kingdom, both as regards fagging generally and prefectorial power in particular. Firstly as regards fagging in all public schools—anyhow at Eton, Rugby, Harrow, Clifton, Rossall, Marlborough, Wellington, Haileybury, Westminster, Lancing, Shrewsbury, and Winchester—this power is still recognised. At all of these, power is distinctly delegated by the head master to senior boys—or, at all events, recognised as not being an abuse—that they shall be privileged to call upon junior boys to render them small services, such as to fetch and carry, field at cricket, &c. ; menial duties, such as shoe blacking, are, we believe, obsolete for fags in all schools, old and new alike. The distribution of the power varies. In some schools, only prefects can fag ; in others, certain upper forms can fag certain lower forms. In some cases, certain middle forms are neutral, being exempt from being fagged, but not being privileged to fag others. In most cases the sixth form are *ex officio* prefects ; in many schools other prefects exist in addition, selected for good conduct and capacity from the next forms. These officers have all the power of punishment. Impositions and the cane are the staple penalties ; but at Marlborough there is also a power of “gating,” or confining to limited bounds. The powers of using the cane vary. At Winchester any prefect can, (or, till recently, could) “tund” a boy on his own responsibility, even for offences committed against himself. At most other schools there is, we believe, a special proviso against the prosecuting prefect being the judge of the case, when caning is at issue. At Wellington, though otherwise a prefect may cane on his own judgment, he must, if the aggrieved party, lay the case before the head-boy. At several other schools this difficulty never occurs, for the reason that no prefect canes upon his own single judgment, but only after conference with one or more of his *confrères*. At Clifton, Rossall, Radley, and Haileybury, all offences requiring caning are, we believe, brought before three or four monitors at least, and all such canings must be at once entered in the monitor's “black book.” At Lancing, a prefect may cane upon his own single judgment, and so may he at Harrow ; at this latter school all serious offences are adjudicated upon by the whole body of monitors. At Marlborough, two prefects must be present at a caning, and the culprit must first have his option of being reported to the head master. At Westminster, the prefect must consult his *confrères*, (“foundationers” or “non-foundationers”) before using the cane ; and, if the aggrieved party, must not be the executioner. The number of strokes is limited by law of the several schools. At Rossall eight is the maximum. At most others, twelve (which are seldom inflicted in full). At Wellington the limit is six strokes. In every one of these schools, we believe we are quite correct in saying that appeal lies to the head master, if the culprit prefer to exercise it before being punished by his schoolfellows.

The extension of examinations to the higher class of commercial appointments, as clerkships in banks, and in railway and other public companies, has often been advocated. A beginning has been made in this direction by the Directors of the London and County Bank, who have issued a detailed scheme of examination for applicants for situations in that establishment. The subjects of examination comprise :—1. Orthography, including spelling and punctuation, as tested by dictation. 2. English composition, as tested by a letter or essay on a given subject ; and 3. Arithmetic, including vulgar and decimal fractions. These subjects will be “obligatory,” and candidates will be expected to take up, in addition to these, two or more of the following subjects :—Algebra to quadratic equations ; Euclid, Books I. and II. ; French, German, and Latin. The minimum of marks for passing will be 175, of which 115 must be gained on the three obligatory subjects ; and every candidate obtaining 275 marks will be entitled to a certificate of “extra merit” ; candidates will be exempted from examination in the “obligatory” subjects who produce certificates of having passed the College of Preceptors second class, or the Oxford or Cambridge

“junior” examinations, each of which will entitle him to count 225 marks to his credit. Every candidate on passing a specified period of “probation” in the bank will, if reported by the manager to be an “efficient and satisfactory junior clerk,” be received on the permanent staff, with an addition of £5 to his salary, more than he would otherwise have received ; and he will receive an addition of £10 if he has passed either of the following examinations :—1. University of London Matriculation. 2. Oxford and Cambridge Schools Examination Board. 3. Oxford Senior Local. 4. Cambridge Senior Local. 5. College of Preceptors First Class. It is believed that there will be between fifty and sixty situations open in the Bank and its various branches throughout the country every year.—*English Educational Times*.

(2) ON THE ORGANISATION OF A TEACHING PROFESSION.¹

BY THE RIGHT HON. LYON PLAYFAIR, LL.D., M.P.

A main object of the Teachers' Association is to improve the education of the country by raising the qualifications of teachers. In other words, it is desired to convert the vocation of teachers into a recognised profession, depending upon learning and science for its efficient practice. How is it that teachers have not already obtained the dignity and security of an organised profession ? The craft of teaching and the craft of medicine have gone through similar experiences, though they have not reached the same end. In Great Britain teachers and doctors were developed in a like way from the professed religious classes. Perhaps they were offshoots of secular activities from the spiritual passivities of the monastery. This connection of teaching with holy orders, though very ancient, still survives in many modern schools. Even among the ancient Britons it prevailed, if our scanty records of the Druids are to be trusted ; for we are told that large numbers of the people used to go to the Druids for instruction, sometimes spending twenty years under their educational system. But if the teacher's craft were thus early formed, it suffered by the disturbed and warlike ages which succeeded. In the middle ages, when chivalry led to deeds of daring, the doctor's art came more into prominence, while the teacher's art was neglected. In the stories of the knights of the round table, it is still always the hermits and priests who, with the aid of lady nurses, cure the heroes of their wounds. When King Alfred tried to educate his nobles, he had to deplore the fact that English teachers did not exist, and that he was obliged to import them from France. That foreign importation of teachers long continued. In the middle-age romance of Guy of Warwick, Felice, the daughter of the Earl of Warwick, had to send to Toulouse to get wise masters, hoary with learning, to teach her the seven arts. In course of time there arose excellent monastery schools, such as the schools in York, the curriculum of which has been handed down to us by Alcuin. These schools, however, were few in number, and between 1500 and 1530 they ceased to be in fashion with the upper classes, while grammar schools began slowly to grow. After the Reformation even they fell into bad odour, notwithstanding the fact that some of our most important foundations then came into existence.

The monastery schools frequently educated poor men, and sent them as “poor scholars” to the universities, but a general education of the masses was an idea unknown to our forefathers. When King Alfred founded schools, he thought of the nobles only ; and when James IV. of Scotland passed the first compulsory law for education, the compulsion was confined to the nobility. The English and Scotch churches, however, had wider views, and opened schools for the people. Though the State began to help them with paltry subscriptions in 1833, and with more liberality and method in 1839, yet it was not till 1870 that a really national system of education was established in England.

I recall these facts merely to explain why it is that doctors have advanced so far beyond teachers in the organization of their profession, although both started from a common origin. All men live, become ill, and die ; but all men do not obtain learning. There has been a continuous demand for the physician's art in all periods of history ; but that for the teacher's art has often been fluctuating and scanty. Medical men have organised themselves into a well-recognised and powerful profession in this country. They have nineteen incorporated colleges, empowered to grant licenses to practise after an examination of fitness. The number and position of these colleges have produced an *esprit de corps* throughout the whole body of medical practitioners, and now their voice is potent in Parliament on subjects involving the interests of their profession.

Teachers who form a far more numerous body than medical men,

(1) Presidential Address to the Conference of Teachers, 12th January, 1877.

have as yet no professional recognition in this country. The whole number of registered medical men in the United Kingdom amounts to about 20,000. Compare that number with 158,000 teachers who appear in the census returns of 1871. We may well feel a sense of surprise that teachers have not yet compelled a distinct recognition of their profession, in order to secure for themselves the embodied strength due not only to their number, but also to the supreme importance of their art. The fault lies with them, and not with the public. The teachers of this country, so far as relates to secondary and higher schools, are self-constituted men, with self-asserted qualifications, offering to the public no guarantees of efficiency. Yet these independent attestations of qualifications form the lines of demarcation between an empirical art and a learned professional recognition in a more or less satisfactory way. Before long, in England and Wales, 30,000 head teachers will be in this position. They will be in charge of schools numbering 120 scholars, and this size of schools will ultimately require 30,000 certificated assistants. So that to begin with, 60,000 certificated teachers, for this one section of the kingdom, offer a broad basis for a professional superstructure. All of these are not trained men, but the want of training is only a temporary exigency. Already seventy-eight per cent. of male teachers, and sixty-three per cent. of female teachers, are fairly trained for primary schools. Though a building is more easily constructed from the base upwards than from the top downwards, I doubt whether this is true in the construction of a profession. Had certificated qualifications begun among the head masters of our great schools, the demand for attested knowledge would soon have spread among the teachers of the country; for fashion filters downwards more easily than it percolates upwards. Still the teachers of secondary schools cannot long remain an unrecognised and uncertificated class, giving no security to the public that they possess the knowledge which it is their life-work to impart. Even if they did not now move to obtain this recognition in their own interests, the State would soon find itself in the position to demand certificates of efficiency, for the need is apparent. Parliament has assumed the right to reform lower education through the primary schools, and also to revivify education in the secondary endowed schools, as well as the higher education of the universities. Can it stop here, and leave unnoticed the large number of middle-class schools in the kingdom? They are the connecting rods between the various sections of the middle-class and the institutions for higher culture. Unless they work well and smoothly, the whole educational machinery of the nation becomes crank and unproductive. Monsieur Cousin foresaw the obligation for State interference as long ago as 1831, when he said:—"The best plans of instruction cannot be executed except by the instrumentality of good teachers, and the State has done nothing for popular education if it does not watch that those who devote themselves to teaching be well prepared."

Now I may presume that the existence of the Teachers' Association indorses the truth of Cousin's words. We may object to the theory of a paternal government, but in practice we see that all governments are forced into paternal acts. Parliament has ordered that Government shall not only look after the health, but also the food of the people. The education of the people in primary schools, in endowed secondary schools, and in universities is already a subject of paternal care. For all these the Government soon will be forced to demand proofs of competency on the part of teachers. Will independent teachers remain outside a certificated profession, which is obviously arising, and be satisfied with their own self-asserted qualifications? We need not fear that Parliament will interfere with free trade in education. But just that it has enacted that no druggist shall sell drugs unless he has a certified qualification of knowledge, so it may enact that no teacher shall be intrusted with the education of youth unless he has proved not only the possession of, but also the power of imparting, the knowledge which he professes to communicate.

It is scarcely necessary to argue that there is a need for securing better qualifications among the great body of secondary teachers, for official investigation has settled the question. The Schools Enquiry Commission, after enquiring into the state of seven hundred endowed schools in England, thus summarises the state of the schools and teachers:—"Untrained teachers, and bad methods of teaching, uninspected work by workmen without adequate motives, unrevised or ill-revised statutes, and the complete absence of all organisation of schools in relation to one another, could hardly lead to any other result." Could a more favourable verdict, notwithstanding bright and honourable exceptions, be anticipated from an impartial commission of enquiry on private-venture schools?

Neither need I argue the question whether the vocation of the teacher is fitted to constitute a distinct and recognised profession; for it is already so in all great countries except England. There is

nothing in this country which can except it from the judgment of Fichte—"that only the nation which shall first perform the task of educating up to perfect manhood by actual practice, will perform the task of the perfect state." Certainly our practice of securing qualifications from elementary teachers, and neglecting them in the case of higher schools, does not bring England within Fichte's definition of a perfect state. Both classes of teachers ought, in my opinion, to be enrolled in a single profession, for each stage of teaching requires special technics and trained methods. Education from childhood to manhood aims at an equable and harmonious evolution of the mental powers—an evolution which requires much judgment and a varying experience at the different periods of youth. The common incorporation of all classes is, in fact, necessary to the existence of a learned profession. The humble curate may become an archbishop: the clerk at the attorney's office, if he passed at the bar, may sit on the woolsack as Lord Chancellor; and a village apothecary, if he graduate, may be president of the College of Physicians. This general recognition of all classes of a profession does not prevent a separate organisation of its different sections. We see this in the various colleges for the different branches of medicine and in the different societies of medical men.

If a profession of teaching arise, means must be taken to secure a methodical training of the teacher. Heaven-born teachers appear at rare intervals, but training in method is as much required for the great body of teachers as in any other vocation involving the application of knowledge and experience. I hope that our teaching methods are not so bad as in the time of Milton, when he said that the youth of the country were driven "into hatred and contempt of learning, mocked and deluded all the while with ragged notions of battlements, while they expected worthy and delightful knowledge." But when we consider how little methodical training is obtained by teachers of higher schools, may there not be some truth in Milton's sarcasm? While most male teachers enter their calling because they have a vocation for it, I fear that it is impossible to believe the same thing in regard to female teachers in this country. When a man fails in everything else, he becomes a coal merchant; when a woman fails, she takes up school. How otherwise can we explain the startling fact that there are nearly three times as many female as male teachers in England (32,727 males, and 94,020 females)? In Scotland and Ireland their numbers are nearly equal. It is scarcely necessary to cite evidence, either from ancient or modern history, as to the need which great teachers have felt for a long and careful training for their profession. Plato, after studying eight or ten years under Socrates, learned all that he could acquire from the philosophical schools of Egypt, Cyrene, and Tarentum, before he founded his school in the grove of Academus. And Aristotle, after remaining twenty years with Plato, spent a long period in the study of natural history before he founded his school in the Lyceum. Passing to the Christian era, the great Alexandrine teacher, Origen, even before he became a divine, and while preparing to teach grammar, studied all the Greek literature and philosophies of his period. But passing over all such eminent examples of antiquity, it is sufficient to state that, within the last few years, the necessity of methodical teaching has been discussed in England, and living teachers such as Dr. Butler, of Harrow, Dr. Jones, of the Isle of Man, Dr. Abbott of the City of London, and Dr. Donaldson, of Edinburgh, have all argued for a systematic training of teachers, frankly confessing that from not having possessed it, they had won their own experience at the cost of the pupils whom they taught.

This methodical training of the teacher is an obvious necessity, whether teaching be regarded as a mere art, or as an art founded on science. For my purpose it is profitless to discuss whether teaching is based on psychology or physiology. As an art it is doubtless founded on a thorough and broad instruction in the subjects to be taught, and likewise on the ascertained experiences of mankind as to the best methods of imparting them to youth. A teacher must be inefficient, if his knowledge of subjects be limited by the amount to be taught. His fund of knowledge requires to be large, because it is a capital in reserve, upon which he has constantly to draw for illustration and instruction. But this extensive knowledge may be useless, unless it has been acquired with the expressed object of teaching, so that the method and practice of the educator may continually be kept in view. Much evidence on this subject is to be found in the reports of the School Enquiry Commission. As the result of much consideration, the commission recommended that teachers should obtain certificates of efficiency; but they hesitated to recommend the establishment of normal schools for secondary teachers. They adduced the example of the *Ecole Normale* of France, which produces exquisite instructors, though less efficient educators than are obtained in Germany, by combining university education with the teaching of method in a

seminary. This is merely the common experience that technical seminaries give more length than breadth to the subjects which they profess to teach. Medical men, trained in purely medical schools, rarely succeed in life so well as those trained in universities, because the latter attach equal importance to the sciences as to the technics of the profession. They therefore make broader men, by infusing culture and science into the professional faculties. In Scotland, the old parochial teachers were university-trained men, and now there is a strong public opinion to join together the normal schools and the universities in the future training even of elementary teachers in that country. It has been found that an elementary teacher thus educated is more efficient even for primary instruction. About ten years ago the Education Department thus gave their opinion of university-trained teachers in elementary schools:—"They are the best teachers of all—best because most intelligent, most independent of routine, and ablest to take a broad comprehensive view of their position and their work." Of course in Scotland this is more easy than in England; still in this country excellent colleges like University College, King's College, and Owen's College, Manchester, might be combined with equal advantage along with normal school teaching. No doubt, notwithstanding the obvious advantages of universities for higher teachers, normal schools for them may arise in the provinces, just as a promising one has been connected with the Cathedral school at Bristol, and they would correspond with the provincial medical schools. But I attach a very high importance to training the secondary schoolmasters in our universities, and to trusting the latter with the issue of certificates of efficiency. Were no higher motive involved, one has some weight: that hitherto the *status* of the secondary teacher has been largely upheld by his connection with the clerical profession, and when that becomes severed, it is well to compensate the loss by a university position. Of course a mere B. A. degree would be no worthy certificate for a secondary teacher. That is not much more than the *Maturitätszeugniss* got at the leaving examination of a German gymnasium. But a B. A. degree, with honours in particular subjects, might give a *facultas docendi* for them, if other securities were given that the teacher had acquired a knowledge and practice in pedagogic method. The universities will quickly put themselves in the position of Edinburgh and St. Andrews, by establishing special chairs of education, when teaching becomes a recognised profession requiring attestations of efficiency on the part of its members. When such an organised system of training exists, the universities will doubtless revert to their ancient practice of giving special degrees for teaching, for it should be borne in mind that the original M.A. was not only a qualified teacher, but he was bound to *regent*, or act as a tutor for two years after graduation. But will the universities undertake the training of female teachers? I see no reason why they should not. The subjects of classical and scientific prelection are unobjectionable to mixed audiences. But, even should the universities hesitate, the extra academical teaching for women now in connection with most of them might be adapted to training female teachers. Doubtless, when there is a demand, special training schools for higher female teachers may be formed. At present there is no such demand. Mr. Jodrell has established six scholarships for female teachers in connection with Girton College, but they are not filled up. The fault lies less with female teachers than with the public. The demand in ladies' schools is for a trivial instead of a solid education. At present mere accomplishments are substituted for mental culture. Women are taught to use these, as birds employ their brilliant plumage or sweet notes, in order to attract the opposite sex, while the demand for a true cultivation of the mind in female education, though growing, is far from active.

Let us now pass to the practical part of the subject, and enquire how far we have reason to expect that the State may help in organising teachers into a recognised profession. In the first place, it must be borne in mind that a former Government proposed to legislate on this subject, and actually introduced into Parliament a measure for the purpose. This certainly brings it within the region of practical politics. The Bill was known as Mr. Forster's No. 2 Endowed Schools Bill. Its main purpose was to secure a supply of well-qualified teachers for endowed schools; but it went beyond this object, and offered to all private schoolmasters the opportunity of registering their qualifications, if these were satisfactory to a central authority, which was empowered to hold examinations and grant certificates to teachers generally. The bill had compulsory provisions for endowed school teachers, but only voluntary provisions for private teachers. It also provided for a compulsory inspection and examination of endowed schools, permitting private schools to enjoy the same advantage on the payment of a fee. These provisions were only to be prospective in regard to new teachers, those already in possession of schools having acquired prescriptive rights. Most of these provisions were founded on the report of the School Enquiry

Commission, but the machinery for carrying them into effect was derived from the working of the Medical Act, which constitutes a council of administration and supervision of the medical profession and its schools. A similar council was devised for the teaching profession; its members were to be partly nominated by the Government, and partly by the English universities. The bill was well conceived, and went as far as could have been expected in 1869, when it was brought forward. It received a very favourable support from the leading teachers throughout the kingdom; but it was dropped in Parliament from want of time, and has not again been brought forward. Since its introduction, the country has made large advances in educational organisation, the question of certificating teachers according to their qualifications is now ripe for legislation. The very fact of a large progress having been made implies as a necessity the introduction of a better system into educational work. The bill of 1869 would scarcely be wide enough for a bill in 1877. Formerly it was limited to England, but now it is required for the whole kingdom. It was limited to teachers of schools analogous to endowed schools, but now it is required for the teaching profession at large. The Council of Education, which was its main feature, would have been in itself an enormous gain to the teaching profession, and would have been equally valuable to the Education Department of the State, as a source for counsel, advice, and technical experience. The Council of the bill was limited to twelve persons, six being nominated by the English universities, and six by the crown. This constitution did not give a sufficiently direct representation to the teachers, though no doubt that is a difficulty not easy of solution, when a profession does not exist, but has to be organized. The bill of 1869 very wisely did not attempt to force all teachers through the single portal of an examination by the Council of Education. The latter was indeed to be an examining and licensing body, but it was also empowered to accept and register well-attested qualifications for other bodies. A single portal of entrance into a profession necessarily produces a dead level of uniformity. Differentiation is as necessary in learning as it is in nature. It is not difficult to attain uniformity in a profession by forcing it through one portal, as wire-drawers pull wires through a single hole. The Chinese do this with their teachers, and have managed to restrict their learning to the maxims of Confucius and Mencius. In medicine there is even now an effort to establish a single portal system, but the good sense of the profession has hitherto defeated it, though undoubtedly the nineteen licensing bodies are too numerous. The General Medical Council, however, has exercised a salutary influence in upholding the standard of examination in the different licensing bodies. A Council of Education would exercise a similar influence in regard to teachers. Such a Council would represent the highest interests of the profession, and while it might be in itself an examining and licensing body, it should be empowered and even instructed to register all well-attested qualifications from the universities and other bodies which prove their right to public confidence. Perhaps there may be various teachers' associations in this condition, but I allude to one only because I have some personal knowledge of its working: that is the College of Preceptors, which has now forty-eight fellows, one hundred and twenty-four licentiates, and one hundred and fifty associates. If the State Council of Education which future legislation may institute, find, after full investigation, that the diplomas of the College of Preceptors represent real and solid acquirements, they doubtless would receive registration. I confess that I should see with dismay any measure which tried to force the teaching profession through a single examining board. It is absolutely essential to a healthy professional life that there should be few trammels to its growth, and with this view there should be varied systems of training, while the attestations of qualifications should be rigid, but certainly not uniform.

I venture to urge that teachers should try to reusucitate Mr. Forster's No. 2 Bill, with such amplifications as may now be required. It was obligatory on endowed school teachers, but permissive for private teachers. Has the time arrived when all new teachers, perhaps after 1882, should be brought under an obligatory provision to obtain certificates of their qualifications? The answer to that question must soon be made by the teachers themselves, for it is clear that speedy legislation is inevitable. About three hundred decayed grammar schools have been reorganized in England under the Endowed School Acts. But Parliament has not yet provided that these schools shall not again fall into decay. Their teachers have no attested qualifications, and these schools are not inspected and examined by competent authority. All this was provided by the dropped No. 2 Bill, and it must undoubtedly be revived, either in a cramped or in an enlarged form. If the teachers of the nation desire to be organized into a profession representing the supreme importance of their art, they will soon have an opportunity of forcing Government to recognise their claims. The

manner of doing this rests with the different teachers' associations throughout the country; for they are quite powerful enough to achieve this end if they earnestly desire it. The public certainly have a strong wish at present to improve the state of secondary education both in England and Scotland. They feel very much, in the words of Wilhelm von Humboldt, when he took up the same subject in Prussia, that "the thing is *not* to let schools and universities go on in a drowsy and impotent routine; the thing is to raise the culture of the nation ever higher and higher." How nobly Germany has effected this purpose, during the last generation, by a good system of graded schools, and by a thorough attestation of the qualifications of teachers, I need not describe. The German universities have improved quite as much as the schools, because as the students come in better prepared, the instruction of the colleges expands itself. The organization of a true teaching profession in Germany quickened the intellectual life of each of its nations. For a profession differs from an empirical art by trying to base all its practice on science, instead of on a dull and monotonous routine. Medicine itself has only become highly honoured since it became scientific. Even in my early days there was scarcely a play or a farce in which a doctor, with his pompous manner and clouded cane, was not held up to ridicule. This would not be understood now, for the medical profession, in its dependence on science, has secured for its members confidence and honour from the public.

In spite of our disorganized education, England has experienced less retardation than might have been anticipated. I believe that this result is largely due to our free political life and liberal institutions, which have had an important educative effect on the whole nation. But late events have given this political advantage to other nations also, and their recent rapid advance in material interests is being felt in the industrial competition of the world, and is largely due to the education of their people having been organized and fitted to their life-work. All competent observers tell us that there is danger for England in the bad education of her middle classes. We are educating the working classes—our future masters—but surely it is time for the middle classes to look to their own education by an adequate organisation of their schools. Improved methods of education, secured by a competent training of future teachers, will be a great gain to the productive classes of this country, for time saved in learning is time saved for earning.

But how can the State expect to introduce order into the education of this country, when its own educational administrative machinery is in itself a type of disorder and incoherence? The amount of money annually voted by the State for educational purposes exceeds four millions. But the departments, or trustees, responsible for the administration of educational votes, have no connection among themselves, and so the schools or colleges supported by the State are carried on disjointedly and without system. There is no Minister of Education in this country. The Duke of Richmond, in 1874, speaking as President of the Council, said, "I am the minister of education." At the best, he is a mere Ministerial manager of primary schools in Great Britain, and the Minister in charge of the Science and Art Department. The latter and the Education Department for primary schools are indeed under one Minister, but in no other way are they connected. They run on parallel rails, with few crossings, lest they should come into violent collision. But the President of the Council, who says he is the national Minister of Education, is totally unconnected both with the elementary schools and with those for higher education in Ireland. In England he once had, but has now parted with, reformatory and industrial schools, which are managed by the Home Secretary, just as the military and naval schools are under the Secretary at War and the First Lord of the Admiralty. The public secondary endowed schools of England are under the Charity Commissioners, while those in Scotland and Ireland are under nobody. The educational museums and galleries supported by public funds are managed by irresponsible trustees loosely connected with the Treasury. The whole strength of our institutions for art and science is dissipated by disassociation. And yet with this chaos of educational administration, the President of the Council deceives himself by believing that he is a Minister of Education. The very object of such a high functionary is to produce order out of disorder. The building materials already cumber the ground, but the architect is wanting to use them on a plan. The castle is truly in the air, for since 1839 no large conception of educational administration has prevailed. The President of the Council, even as ministerial manager of primary schools for the people, is, with such a rare exception as proves the rule, invariably a member of the House of Lords. The Commons, who are elected by the people, have only an educational minister of the rank of an Under-Secretary of State to represent the Education Department. This has retarded educational organization. The Lords, "looking down as from a balloon," have only

a distant view of the wants of the people, whose interests are bound up with the educational administration of the country. A noble lord presides over the Education Department, charged with the education of the people, and cannot explain his views in the House which votes the supplies. His subordinate does sit in the House, and sometimes forces himself into the cabinet, but that is inconsistent with his irresponsible position. When any school managers go on business to the Education Department, the Vice-President, or irresponsible subordinate, alone is visible. It is like the old Government of Japan, when the invisible Mikado issued his orders through the visible Tycoon. But even in Japan this is altered, and the Mikado does his own business directly. So I hope before long this country may have a single responsible minister of education, charged with bringing into harmonious relations and co-operation our numerous public educational agencies. I tried, in 1874, to convince the House of Commons that the time had come for this administrative organisation. But, though I received the powerful support of Mr. Forster, my motion was not entertained, for Mr. Disraeli, now Lord Beaconsfield, whose Government had brought in a bill, in 1868, to make a sixth Secretary of State for the purpose of acting as an education minister, averred that in 1874 my proposal was altogether premature. Other countries have not thought so. It is a familiar fact that the existence of a ministry of education is considered essential to most countries in Europe. Even in China it has existed from time immemorial. In all countries there are family names, such as Stewart, Chamberlain, Falconer, Hunter, &c., denoting that, in remote antiquity, those families exercised functions at court. Now there happens to be an ancient record of one hundred noble families in China, dating fourteen hundred years before Christ, and one of the most honoured of these is, when interpreted, "Minister of Public Education." Surely what China has had for some thousands of years, it is, perhaps, not so absurdly premature that this kingdom should obtain now. I cannot see how Government can profess to reform the schools of this country, and to bring them into a graded connection, unless it first begins by an organization of its own most disordered educational system. If the schoolmasters of England are ready to organize themselves into a profession, with the view of improving national education, surely the State which has initiated the reforms of the endowed schools and universities, should begin to substitute a system for disorder in its own educational institutions supported by public money.

The future of teachers is in their own hands, and must be determined by themselves, at all events in great part. Government will no doubt insist in the case of endowed schools, as it has already for primary schools, that teachers in the future shall be trained and certificated. But the great body of private teachers might continue for some time at least outside the system, and remain without training or attested qualifications of their capacity. Naturally, however, they would sink lower and lower in public estimation, for there would then be a comparison between attested public qualifications and the mere assertion of a self-constituted fitness. If private teachers shun certificates of capacity as well as competent examinations of their teaching, the public will soon learn to shun the teachers. In the interests of both, therefore, it is desirable to promote the organization of a teaching profession, not only because such an incorporation would greatly add to the security of the tenures of teachers, and to the adequate remuneration of a laborious vocation, but, from the higher motive, that it would immensely promote the cause of education. Surely no profession ought to be able to claim a higher place than that which aims at the systematic development of the physical and mental powers of man. And for the dignity and elevation of such a profession, Parliament, in the interests of society, may well be called upon to provide an adequate organization, because, as Zeller puts it in a few words, "Society alone can form the institutions and provide for the means which all higher instruction requires, all the more the further science advances and spreads out into a multiplicity of single departments. From it alone can a suitable connected organization and direction proceed. . . . The State is bound, in looking after her own future, to secure her permanence and prosperity by an adequate organization of instruction and education."

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