

REPORT
OF THE
PROCEEDINGS
OF THE
ELEVENTH ANNUAL MEETING
OF THE
ONTARIO
TEACHERS' ASSOCIATION.



PRICE 10 CENTS

Covers:

PRINTED BY HUNTER, ROSE, & CO., 86 & 88 KING ST. WEST,
1872.



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The following Committees reported at last Convention :—

Committee of Public School Masters,
Committee of Public School Inspectors,
Committee of High School Masters,
Committee of Teachers' Institutes,
Committee on Text Books,
Committee on Incorporation.

The topics for discussion were :—

- (1) Spelling and English Grammar.
- (2) Some causes of failure in teaching.
- (3) The work of the Association.
- (4) Undue haste in Education.

The following article of the Constitution of the Provincial Association refers to the formation of Branch Associations :—

“ARTICLE 5.—Every Local Association appointing a Delegate to represent it at the Annual Meeting, shall be a Branch Association; and shall, through its Representative, have one vote for each of its members connected with this Association not present at the Annual Meeting, provided that the names of such members and such Representative, together with the annual fees for the same, be transmitted to the Secretary, on or before the first day of July in each year.

Tickets of membership can be procured by communicating with the Secretary. The annual fee is fifty cents to those who are members of Branch Associations, and one dollar to others. Ladies, engaged in teaching, free.

OFFICERS FOR THE YEAR 1871-72.

President—REV. PRINCIPAL SNODGRASS, of Queen's College, Kingston.
1st Vice-President—ED. SCARLETT, Inspector of Schools, Northumberland.
2nd Vice-President—S. WOODS, M.A., High School, Kingston.
3rd Vice-President—R. LEWIS, Head Master, George St. School, Toronto.
4th Vice-President—H. J. STRANG, B.A., High School, Owen Sound.
5th Vice-President—J. R. MILLER, Inspector of Schools, Huron.
6th Vice-President—DAVID JOHNSTONE, Cobourg School.
Recording Secretary—ARCHIBALD MCMURCHY, M.A., High School, Toronto.
Corresponding Secretary—THOMAS KIRKLAND, M.A., Normal School, Toronto.
Treasurer—S. MACALISTER, Head Master, John St. School, Toronto.
Councillors—ALEXANDER, HUNTER, PLATT, ANDERSON and MACINTOSH.

STANDING COMMITTEES FOR THE YEAR.

High School Section—Messrs. J. H. HUNTER, M.A., Dundas High School; J. M. BUCHAN, M.A., High School, Hamilton; H. J. STRANG, B.A., High School, Owen Sound; JOHN SEATH, B.A., High School, Oshawa; and A. MACALLUM, M.A., Central School, Hamilton.
Public School Section—Messrs. ALEXANDER, WATSON, CAMPBELL, CAREY and YOUNG.
Section of Public School Inspectors—Messrs. TILLEY (Durham), HARRISON (Kent), PLATT (Prince Edward), FOTHERINGHAM (York), and MACALISTER.

MINUTES

OF THE

ELEVENTH ANNUAL CONVENTION

OF THE

Ontario Teachers' Association,

*Held in the Theatre of the Normal School Buildings,
Toronto, August 8th, 1871*

The President, the Rev. GEORGE PAXTON YOUNG, A. M., took the chair at half-past three, and after a portion of Scripture was read, engaged in prayer.

The roll of officers was called by the Secretary; thereafter he read letters from Principal Dawson, McGill University, Montreal, regretting his inability to deliver a lecture, owing to previous engagements; also from J. G. D. Mackenzie, M. A., Inspector of High Schools, that illness would prevent him giving his promised address; and likewise, from Messrs. Alexander Melville Bell and George Vandenhoff, that owing to circumstances, they could not be present at the proposed *Conversazione*.

The President then called for Reports of Committees; none being prepared, the Reports were deferred to a future Session.

J. R. Miller, Esq., moved, seconded by Mr. David Johnstone, "That the hours of meeting during the present Session of this Association be from 10.30 to 12 a. m., 2 to 5 p. m., from 7.30 to adjournment in the evening; excepting that on Thursday, the Association assemble at ten o'clock in the morning."

After the Secretary had made some announcements, the Convention adjourned to meet at 7.30 in the evening.

EVENING SESSION.—The Convention was opened by reading of Scripture and prayer, at the request of the President, by the Rev. Dr. Jennings. The President then delivered his address on the School Bill of 1871, and the regulations of the Council of Public Instruction based thereupon. On motion by Mr. Hodgson, the Rev. Dr. Jennings

4 MINUTES OF THE ELEVENTH ANNUAL MEETING

took the chair, and a most hearty vote of thanks was given to the President for his explanatory and able address.

The Convention adjourned to meet to-morrow morning at 10.30.

SECOND DAY—MORNING SESSION.—The President, Prof. Young, in the chair. The Convention opened with reading of Scripture and prayer by the President. Minutes of first day's proceedings read and confirmed. The President retired, calling on the 2nd V. P. to take the chair.

H. I. Strang, B. A., of Owen Sound, introduced the second topic on the annual circular, and spoke to the following effect:—"I conceive the first of the causes of failure in teaching to be poor education in the teacher, but I think this evil will soon be remedied under the new law. Another cause of failure appears to me to be that persons undertake to teach without having received professional training. He might be told that such persons should attend the Normal School, but he held that that institution was not adequate to train all the teachers the country required. A good deal might be done, however, by the teachers themselves, in reading educational works and papers and in attending the meetings of this Association. He thought that teachers failed, also, from lack of judgment. A great many teachers did not consider sufficiently the differences of intellectual ability in their pupils and laid down too many rules. But perhaps the most serious cause of failure was the entering of teachers into the profession and continuing in it without any taste for their work. This fault was readily noticed by the pupils. If a teacher showed himself enthusiastic in his work, pupils would be the more likely to be earnest in their studies." The discussion on this topic was animated and interesting, in which the following gentlemen took part: Macalister, Scarlett, Tilley, Woods, Tamblyn and Prof. McCoun, of Belleville.

AFTERNOON SESSION.—Mr. William Watson, 2nd V. P., in the chair.

Mr. William Anderson, Toronto High School, introduced topic number three on the annual circular. A vote of thanks was passed to Mr. Anderson for his interesting paper; moved by Mr. Scarlett, seconded by Archibald Macallum, M. A.

A long and able discussion ensued on the subject introduced by Mr. Anderson, during which reference was made to the examination papers prepared by the Central Committee for licensing teachers throughout the Province, as well as to the authorized text book on English Grammar. The discussion was brought to a satisfactory conclusion by adopting the following motion.

Moved by Mr. William Anderson, seconded by J. M. Buchan, M. A., "That we highly approve of the general plan of examination of Public School teachers now in operation in this Province, as being in accordance with the views frequently expressed by this Association, and would suggest that in future each paper bear the name of the individual examiner preparing it."

Moved by Mr. McCallum, seconded by J. A. Youmans, "That this Committee cordially approve of the President's suggestions in his address, that the times of examination of the Normal School and County Teachers be the same, that there be one set of papers for said examinations, and that the Masters of that school should not form part of the Examining Committee."

The first subject on the circular was introduced by Mr. James Hodgson, Inspector of Public Schools, County of York; the discussion on which was postponed till the evening Session.

The Report of the Committee on Union was read by J. H. Hunter, M. A., Dundas; the Report was received and reserved till the evening.

The Convention adjourned to meet at half-past seven.

EVENING SESSION.—Mr. Robert Alexander, 1st V. P. in the chair.

The discussion on the first topic continued; in the discussion Messrs. Lewis, Strang, Macallum and Scarlett took a leading part.

The following gentlemen reported themselves as Delegates, viz.:

E. B. Harrison.....	Co. of Kent.
J. R. Miller.....	Huron.
David Johnstone.....	Northumberland.
Ed. Scarlett.....	do.
R. Carey.....	Prince Edward.
G. D. Platt.....	do.
J. J. Tilley.....	Durham.
G. J. Fraser.....	Oxford.

Of the above-mentioned delegates, several reported in favourable terms of their Associations.

The Report from the Union Committee was taken up clause by clause, and with slight verbal amendations was carried. It was then moved by Mr. S. Woods, seconded by Mr. David Johnstone, "That the Report as amended be adopted." Carried.

Moved by Mr. Macallum, seconded by Mr. Woods, "That the following be a Committee on Nominations of Officers, to report to-morrow afternoon,—Messrs. Scarlett, Seath, Buchan, Macalister, Miller, Glashan and the mover and seconder." Carried.

The Convention adjourned to meet to-morrow morning at ten o'clock.

THIRD DAY—MORNING SESSION.—Robert Alexander, Esq., 1st V. P., in the chair. Mr. James Hodgson led the Convention in prayer.

The report of the Public School Masters' Committee having been read by Mr. John Campbell, was received. The report was taken up seriatim, and fully discussed. The discussion was brought to a conclusion by adopting the following motion.

Moved by Mr. John Campbell, seconded by Mr. William Wat-

son, "That the report of Committee on Public Schools, as amended, be adopted."

In connection with the above, the following resolution was adopted:—

Moved by Mr. D. Johnstone, seconded by Mr. William Macintosh, "That while approving of the majority of the changes introduced by the Act of 1870-71 into our educational system, we entirely disagree with the clause relating to the 'Superannuated Teachers' Fund,' and that the Executive Committee of the Provincial Association be authorized to have petitions printed and circulated throughout the Province for the signatures of teachers, asking the Legislature at its next Session to repeal the obnoxious clause."

Topic number 4 on the annual circular was introduced by G. D. Platt, Esq., Inspector Public Schools, Prince Edward, who thought very many teachers were guilty of the charge of proceeding too rapidly in the education of the young. Not that a good education could be obtained any too soon, but that haste in this important matter was often calculated to prevent altogether the attainment of the end in view. As a proof of the widespread existence of this evil, he referred to the very early age at which many children are sent to school, as well as their too rapid advancement from class to class in obedience to the anxious desires of mistaken parents. The great importance attached to home lessons, by many parents and teachers, and the very general disposition to show off as much as possible, at the quarterly examinations, are other indications in the same direction. Indeed, so great is the haste on the part of many teachers that it seems as if they ought to apply for a patent for the shortest method of giving instruction in certain branches! If the human mind were merely to be filled with general information as a mow is to be filled with hay, this anxious and inconsiderate haste might be very proper; but since its chief requirement is the right development and training of its immortal powers, such stuffing as many call education, will result in evil rather than good.

The causes of this great evil are manifold. The wrong ideas respecting education which are still very prevalent; the characteristics of the age and haste and activity, and the general disposition to over-estimate money, has each its full share of influence upon the minds of those responsible for the proper education of the young: while the system of mechanical teaching, still far too common, and the destruction of the mental appetite of the young for sound, wholesome and useful learning, by the floods of comic and sensational literature overflowing every youth's path, are to be considered only less effective in promoting a hasty and superficial education.

The effect of rapid and careless instruction, cannot but be to defeat the true object in view, and to destroy everything like symmetry in education. Such a course is calculated to fill the mind with other men's ideas rather than to enable it to form ideas of its own—to render it passive, rather than active—to overburden, rather than cultivate and develop. Education has a resemblance to vegetation. The seed

requires time for growth and development, and will not allow of much hurry without injury. A forced growth almost always results in failure. The process of digestion is another illustration. Undue stuffing of physical food and an overloading of the organs of digestion are prejudicial to health and muscular activity. The training of men for feats of strength and skill proves this. Great care is taken to secure the highest condition of muscular development by a proper course of nutriment and exercise. Similar and far greater care should be shown by the teacher in the training of those entrusted to him, that they may be enabled to acquit themselves worthily in the great battle of life. Yet how many teachers are constantly stuffing the memories of children without reference to the other mental powers. What we want is more *training* and less *stuffing*—more *discipline* and less attention to storing the memory.

Farmers believe in deep ploughing—in turning up the sub-soil to the influence of the sun and atmosphere. Let our teachers practise deep teaching; instead of skimming over the minds of children, and imparting but a superficial knowledge of things.

The great necessity on the part of the teacher is to inculcate a taste for learning in the minds of his pupils. Without this, education is a most difficult task—with it, the pleasant gratification of an insatiable appetite. The love of learning, like a resistless current, carries the mind into all those by-ways and recesses of knowledge which go to make up a thorough education.

In the promotion of this most desirable object, the teacher will best succeed without relying much upon text-books. The more directly mind can be brought into contact with mind, without the intervention of disturbing media, the more clear and satisfactory the instruction imparted, and the greater the desire to pierce to the fundamental principles of knowledge.

Mr. S. Woods moved, seconded by A. Macallum, Esq., "That a hearty vote of thanks be given to Mr. Platt for his valuable and exhaustive address."

The Treasurer of the Association, Mr. Macalister, read his report, which, on motion, was received and adopted.

The following gentlemen were appointed the Auditing Committee by the Chairman, viz.: Macallum, Buchan and Johnston.

The report of the Nominating Committee was read by the Chairman, Mr. Scarlett, and was as follows:

President, Rev. Principal Snodgrass, of Queen's College, Kingston; 1st Vice-President, Ed. Scarlett, Inspector of Schools, Northumberland; 2nd Vice-President, S. Woods, M. A., High School, Kingston; 3rd Vice-President, R. Lewis, Head Master, George St. School, Toronto; 4th Vice-President, H. J. Strang, B. A., High School, Owen Sound; 5th Vice-President, J. R. Miller, Inspector of Schools, Huron; 6th Vice-President, David Johnstone, Cobourg School; Recording

Secretary, Archibald McMurchy, M. A., High School, Toronto; Corresponding Secretary, Thomas Kirkland, M. A., Normal School, Toronto; Treasurer, S. Macalister, Head Master, John St. School, Toronto; Councillors, Alexander, Hunter, Platt, Anderson and Macintosh.

Each nomination was voted upon separately, and the report as read was adopted.

In order to afford relief to the Recording Secretary during the Convention, the following motion was submitted and carried.

Moved by Mr. Wm. Anderson, seconded by Mr. J. R. Miller, "That in future the Recording Secretary be authorized to obtain the assistance of a competent person to record the minutes of our Annual Conventions, who shall be paid by the Association."

Moved by Mr. E. B. Harrison, Inspector, Kent, seconded by Mr. J. J. Tilley, Inspector, Durham, "That in the opinion of this Convention, it is desirable that all candidates for teachers' certificates shall be examined at such times as to afford them an opportunity of receiving certificates of qualification previous to the time of opening the schools, and that the day of the week instead of the day of the month be taken; and that the Council of Public Instruction be requested to make the necessary changes." Carried.

The Committee on the nomination of officers, which had been asked to retire and nominate the Standing Committees of the Association, now reported as follows, viz.:

"*High School Section.*—Messrs. J. H. Hunter, M. A., Dundas High School; J. M. Buchan, M. A., High School, Hamilton; H. J. Strang, B. A., High School, Owen Sound; John Seath, B. A., High School, Oshawa; and A. Macallum, M. A., Central School, Hamilton.

"*Public School Section.*—Messrs. Alexander, Watson, Campbell, Carey and Young.

"*Section of Public School Inspectors.*—Messrs. Tilley (Durham), Harrison (Kent), Platt (Prince Edward), Fotheringham (York), and Macalister."

The report was received and adopted.

Report of Committee on Incorporation was read by Mr. Wm. Anderson, and, on motion, was received and adopted.

The report of text-book Committee was read by Mr. Hunter. There was much discussion on this report; the text-book on English Grammar being especially referred to in terms of disapprobation; the text-book on geography was also found fault with; and others spoke of the text-book on algebra prepared by Dr. Sangster as unsuitable. The report, on being amended by consent of Committee, was received and adopted.

Moved by Thomas Kirkland, M. A., Science Master, Normal School, seconded by J. C. Glashan, Inspector Public Schools, Middlesex, "That this Association highly approve of the new text-books in Arithmetic (a few typographical errors excepted), but would request the

author in the next edition to add the miscellaneous examples from the English edition, or others to the same effect." Carried unanimously.

The Committee on Teachers' Institutes submitted its report, which was read by Mr. J. R. Miller. The report was adopted without any discussion.

The Association adjourned to meet in the Lecture Room of the Mechanics' Institute to hear an address by Professor Goldwin Smith at eight o'clock.

EVENING SESSION.—The President in the chair. The Rev. Dr. Ryerson occupied a seat on the platform. The Lecture Room was well filled. Shortly after eight, the Rev. Professor Young introduced Professor Goldwin Smith, who immediately proceeded to deliver an able and interesting address on the Poet Cowper. At the conclusion of the address, R. W. Young, Esq., High School, Strathroy, moved and J. M. Buchan, M. A., High School, Hamilton, seconded in suitable terms a cordial vote of thanks to the learned Professor for his valuable and instructive address.

FOURTH DAY—MORNING SESSION.—Mr. William Watson, 2nd Vice-President, in the chair. Mr. Macallum read a Psalm and led in prayer. The minutes of yesterday's proceedings were read and confirmed after some slight amendments.

Moved by Mr. Wm. Anderson, seconded by Mr. J. C. Glashan, "That the Board of Directors be authorized to consolidate the Constitution in accordance with the resolutions passed during the present Convention." Carried.

Moved by Mr. J. Howard Hunter, seconded by Mr. A. Macallum, "In the event of the Legislature conceding the request of the Association for representation in the Council of Public Instruction, and furthermore in the event of the Legislature declining to assume the expenses incurred by the attendance on the Council of such representatives as are not resident in Toronto, that the funds of this Association be chargeable with the said expenses." Carried.

Moved by ~~J. M. Buchan, M. A.~~, seconded by Mr. David Johnstone, "That the thanks of this Association are cordially tendered to the Chief Superintendent of Education for the use of the Theatre of the Normal School during the present Session; to the representatives of the *Globe*, *Leader* and *Telegraph* for their excellent reports of our proceedings; and to the managers of the Grand Trunk, Great Western and Northern Railroads, for their kindness in granting return tickets to the members of this Association at reduced rates; and to the members of our Society residing in Toronto, for the great amount of work they have voluntarily performed in the interests of the Association." Carried *Nem. Con.*

It was resolved that the Association should hold its next Annual Meeting during the second week of August. After singing the National Anthem the Association adjourned.

ARCHIBALD McMURCHY,

Secretary.

BY-LAW DEFINING THE DUTIES OF STANDING COMMITTEES.

“ That each Standing Committee shall bring before the Association at its Annual Meeting a written report upon the subject, or subjects it was appointed to deliberate upon ; and, when its deliberations cannot be carried on in the usual manner, each Member shall forward to the Chairman his opinions in writing upon the subject to be considered, in order that the latter may prepare a report that shall embody the conclusions arrived at by a majority of the Committee.”

TREASURER'S REPORT FOR THE YEAR 1870-71.

RECEIPTS.

Deposit in Building Society.....	\$40 45
Cash in hand.....	2 93
Fees from Members.....	38 50
Proceeds of Excursion to Niagara.....	93 13
Interest on Deposit.....	2 19
	\$177 20

EXPENDITURE.

Printing and advertising.....	\$41 85
Expenses of Excursion to Niagara.....	80 80
Postage, \$5 65 ; Stationery, 30cts. ; Express Charges, 50cts. ; Caretaker, \$3 00 ; and Gas, \$2 37.....	11 82
Secretary's salary.....	25 00
	\$159 47
Balance on deposit.....	\$15 64
Cash.....	2 09
	17 73
	\$177 20

Audited and found correct.

A. MACALLUM,
J. M. BUCHAN,
D. J. JOHNSTON.

Toronto, August 10th, 1871.

REPORT OF COMMITTEE ON TEXT-BOOKS.

The Committee beg respectfully to report as follows :-

1st. While strongly approving of uniformity in text-books, the Committee, in respect to the works below-mentioned, recommend, that, until such time as more suitable text-books are provided, it be

permissible to employ in our schools standard British or Canadian publications.

Lovell's General Geography.

Davies' English Grammar.

2nd. *Algebra*. The Committee recommend that, for elementary instruction in Algebra, Todhunter's smaller treatise be employed; while for the use of advanced students, Sangster's treatise be retained.

3rd. With regard to every future text-book submitted for approval to the Council of Public Instruction, the Committee recommend that such text-book, previously to such approval, be submitted to a Committee nominated by the Directors of the Ontario Teachers' Association.

J. HOWARD HUNTER,
Secretary to Committee.

REPORT OF COMMITTEE ON PUBLIC SCHOOLS.

The Committee appointed on Public School topics beg leave to report:—

1st. That the thanks of this Association are due to the Chief Superintendent of Education, and Legislature of Ontario, for their efforts in introducing many advantageous clauses and amendments into the Consolidated Public School Act, which are calculated to elevate the position of the teacher, and render more effective the Schools of this Province.

Your Committee desire, however, to submit for the consideration of the Convention, certain features of the Bill which they regard as objectionable, or open to alteration and improvement. They would suggest that a general opinion be evoked on this subject, as it is probable that there may be other clauses claiming such consideration. In order to open discussion, they have selected the following, viz., Part 10, clause 119, p. 6 $\frac{1}{2}$, page 82.—page 81, clause 107.

All of which is respectfully submitted.

ROBERT ALEXANDER, *Chairman.*
JOHN CAMPBELL.
D. I. JOHNSTON.

The Committee appointed to report upon Teachers' Institutes, beg to submit the following:—

That under the present system of examination it is essentially necessary to have some connecting link between our Schools and Examining Boards, to provide professional training for such teachers as

do not feel disposed to attend the Normal School. Believing that Teachers' Institutes, properly conducted, would partly remedy the existing state of affairs, and tend to systematize the whole work of our Public Schools throughout the Province. The Committee would, therefore, strongly urge the formation of County Institutes, to be held immediately before the Summer Examinations, attendance at such meetings to be noticed by examiners in awarding certificates. In order to carry out this idea would recommend that the Chief Superintendent be respectfully requested to take immediate steps to put the present law in force for this purpose.

All of which is respectfully submitted.

J. R. MILLER, (*Comptroller*).
HUGH J. STRANG.
ARCHIBALD McMURCHY.
ROBERT ALEXANDER.

REPORT OF COMMITTEE ON INCORPORATION.

Your Committee having met and carefully considered the question of Incorporation beg leave to recommend as follows:

I. That this Association apply to the Legislature of this Province, at its next session for an Act of Incorporation.

II. That in connection with the said Act of Incorporation the power of electing three members of the Council of Public Instruction be asked for; one to be elected by and to represent each of the three sections into which this Association will in future be divided.

III. That the election of said members of the Council of Public Instruction take place at the regular annual meetings of the Association, and in a manner similar to that of the Benchers of the Law Society; that the members of this Association only shall have the right of voting, and that each person so elected shall hold office for three years.

IV. That the three members shall be elected at the first meeting of the Association next after the passing of said Act, and that one shall retire at the end of the first year, one at the end of the second year, and one at the end of the third year, the order of retirement being decided by lot by the three members themselves, provided always that a retiring member shall be eligible for re-election.

V. That one member shall be elected at the first meeting of the Association next after the election of said three Members, and one at each successive meeting.

VI. That in case of death, removal, or resignation of a member another shall be elected in his place at the next regular meeting of the Association.

REPORT OF COMMITTEE ON UNION.

The Committee on Union met according to appointment, and, after discussing the various points brought under their notice, decided upon the following report :

1st. That the Societies lately known under the names of the "Ontario Teachers' Association" and the "Ontario Grammar School Masters' Association" be united, under the name of the "Ontario Teachers' Association ;"

2nd. That the Association shall have three different sections, representing respectively, 1st, Teachers in High Schools ; 2ndly, Inspectors ; 3rdly, Public School Teachers ;

3rd. That, in all subjects pertaining to education generally, the Association shall act as one body, both in discussing and deciding upon such subjects ;

4th. That subjects pertaining specifically to any one or two of the sections mentioned in the second clause, shall be discussed by the members of all sections, but that the decision of the subject shall rest alone with the section or sections particularly interested ;

5th. In the event of any dispute regarding the clause in which any specified subject may be included, the decision shall be made by a majority of the Board of Directors present, and such decision shall be final ;

6th. That there shall be three Standing Committees, corresponding to the three sections mentioned in the second clause, and that the composition of the Committees shall be as follows :

(1.) High School Committee, consisting of four High School teachers and one member selected from either of the other two sections ;

(2.) Committee of Inspectors, consisting of four Inspectors and one member selected from either of the other two sections ;

(3.) Public School Committee, consisting of four masters of Public Schools and one member selected from either of the other two sections ;

7th. That, in case of any sudden emergency necessitating prompt action on the part of any of the sections mentioned in the second clause, the President of the Association, on the written application of at least two members of the Standing Committee for such section, shall call a special meeting of the Committee for the aforesaid section, and in the event of the President refusing or neglecting to call such meeting, the Committee, or a majority of the Committee, shall have full power to meet at the call of their chairman and to take action upon the subject so specified.

J. HOWARD HUNTER,
Chairman.

PRESIDENT'S ADDRESS.

GENTLEMEN :

I have chosen as the subject of my address, the Act recently passed regarding Public and High Schools, with the regulations made, under the Act, by the Council of Public Instruction.

The fifth clause of the Act provides that "in each County or union of Counties there shall be one or more school officers, to be called County Inspectors, who shall have charge of not more than one hundred and twenty, nor less than fifty schools each." Under the law, as it formerly stood, it was competent for County Councils to appoint County Inspectors; but only in a few cases was the power to make such appointments exercised: and the consequence was, that the inspection bestowed on the Common Schools was less satisfactory than might have been desired. Of the Local Superintendents, who are henceforth to be known in our schools no more, it is not at all necessary to speak harshly. A considerable number of them performed their duties with ability and zeal; and, as a class, they were serviceable to the cause of education; but—as King Arthur said, when he lay bleeding of his mortal wound, "I have done my work"—they have done their work. The impression throughout the country was universal, that it was time for the old order to change, and to give place to something more adapted to the stage of educational development at which we have arrived; and hence the clause of the Act, which abolishes the system of inspection by Local Superintendents, and renders the appointment of County Inspectors imperative, has met with no serious opposition from any quarter.

The duty of prescribing the qualifications of County Inspectors is laid on the Council of Public Instruction. The Council has resolved to grant certificates of qualification to graduates of a British or Colonial University, who have taught in a school for three years, and to first-class Public School teachers of the highest grade. I do not mention, as a separate class, High School Masters who have taught in a school for three years, for a degree is henceforth to be made the qualification for the Mastership of a High School.

Each graduate, before receiving a certificate, must write a Thesis on school organization, to be submitted to the Examining Committee of the Council. It appears from the public papers, that the dignity of some graduates has been hurt by this regulation; but I do not feel that there is a shadow of a ground for the offence that has been taken. For, in the first place, an ordinary University degree is not the most satisfactory guarantee possible that the holder possesses even the literary and scientific attainments necessary for the office of Public School Inspector. A graduate, as such—a mere pass graduate, it may be, of an inferior University—is not entitled to carry himself loftily, as though all further inquiry into his fitness for so important an office as that of County Inspector were something like an insult. And, in the second place, a graduate, were it certain that his acquirements are

ever so high, is not necessarily, even though he may have taught in a school for three years, acquainted with the organization of Public Schools, and with the methods of teaching, which should be followed there. The examination which he passed before receiving a degree, did not extend to these points, while first-class Public School teachers have been examined on them more than once. Where is the hardship then of his being asked to write a thesis showing that he has at least had his attention called to the subject?

I cannot doubt that the resolution of the Council to grant certificates of qualification to those Public School teachers only, who are in the highest grade of the first-class, will meet with the approval of all who are in a position to give an impartial opinion. Apart from the unseemliness of having a school inspected by a gentleman whose certificate might be of an inferior grade to that held by the teacher of the school, the effect of throwing the office of Inspector open to any Public School teacher except those who are at the head of their profession, would be to lower the general character of the office, and so to hinder the attainment of the ends for which County Inspectorships were instituted. We look for great things from the Inspectors. We expect them to be the means of reviving the Public Schools, and advancing them to the highest possible state of efficiency. That they may be able to render such a service, they must be men whom teachers and trustees and ratepayers everywhere will look up to with respect, whose counsel will be sought with confidence, whose approbation will be valued, and for whose blame reverence will be felt; but it would be foolish to expect County Inspectors as a body to answer this description, if persons were admitted to the Inspectorships who were not competent to take a first-class certificate of the highest grade.

Next in importance to the clauses of the School Act establishing County Inspectorships, are those which relate to the examination of teachers.

Scarcely anything has in time past been felt to be a more serious evil, by those who have interested themselves in the working of our educational system, than the want of uniformity in the examination and classification of teachers. When I was Inspector of Grammar Schools, I heard the complaint frequently made, that a candidate who found it difficult to obtain a third-class certificate from one Board might without difficulty get a second or first-class certificate from another. This disparity in the standards set up by different Boards, besides giving rise to numerous cases of individual dissatisfaction, tended to bring down the general standard of qualification, and throw suspicion on the value of the certificates held even by first and second class teachers who had fairly won the position that had been assigned to them. The provisions which the new Act makes, with the view of remedying the evil referred to, are as follows: First-class certificates are henceforth to be given only by the Council of Public Instruction; and second and third-class certificates only by County Boards of Examiners. The papers for second and third-class certificates, as well as

for first, are to be prepared by the Council of Public Instruction, through a committee of their appointment or otherwise ; so that candidates for second and third-class certificates, though presenting themselves before different Boards, shall still have the same papers to answer. Moreover, by a regulation of the Council of Public Instruction, the value of the several questions in the examination papers must be fixed by the Committee of Council ; the effect of which is, that all candidates for certificates of a particular class, who give correct answers to the questions in the examination papers, must receive the same number of marks for the answers, by whatever Board they may be examined.

It is perhaps not possible, in the meantime to go farther than this, in the way of securing uniformity in the examination and classification of Public School teachers. Of course, even where examination papers are the same, and the values affixed to the several questions are also the same, there may still be a serious want of uniformity in the examinations, in consequence of the different estimates which different examiners make of imperfect answers. In estimating imperfect answers, some of the County Boards, which have to decide the fate of applicants for second and third-class certificates, will be much more severe than others, and thus the ideal of absolute uniformity in the examination and classification of teachers will not by any means be attained. I was at one time disposed to think that County Boards of Examiners might be dispensed with, and certificates of all classes, first, second and third, granted by one examining body. This would secure uniformity, as far as such a theory is possible ; it would probably not involve much more expense than is entailed by the present system, and it would be objected to on the ground of centralization by those only who allow their ears to be filled with a popular cry, and do not consider that centralization, which separates examiners from local partialities and suggestions, is, in such a matter, the very thing to be desired. But, after what I have learned of the number of applicants likely to come forward from year to year for second and third-class certificates, I do not see how a single small committee could overtake the work of reading all the papers that would be given in. I acquiesce, therefore, in the method of examining and classifying teachers now prescribed by law, as perhaps the best attainable in present circumstances.

The examining committee, appointed by the Council of Public Instruction, consists of a member of the Council, who is chairman of the Committee ; and of the two High School Inspectors. Besides a special examination for certificates of qualification for the office of Public School Inspector, the committee has recently had to conduct, with the assistance of the Normal School Masters, the examination of both divisions of the Normal School, and it is at present engaged with the general examination of candidates for first-class certificates throughout the Province. In this general examination the Normal School Masters take no part. Though, as a member of the Council, I accepted these arrangements as suitable to the transition year through

which the School system is passing. I think that, in future, it would be better if the Normal School Masters had nothing whatever to do with the examination of candidates for teachers' certificates. There are undoubtedly some advantages in teachers having a share in the examination of their pupils, but these, in the present instance, are far more than outweighed by the imperative necessity which exists that no one set of applicants for a certificate of a particular class should be subjected to a different ordeal from another, and also that no possible whisper of partiality on the part of a teacher to his own pupils should go abroad. This necessity is now more imperative than ever, inasmuch as both second and first-class certificates have a greater value than formerly; second-class certificates having been made permanent during the good behaviour of the holders, and valid in all the municipalities of the Province; and a first-class certificate of the highest grade rendering the holder eligible for the office of Public School Inspector. My opinion, therefore, is clear, that Normal School Masters should not have a place in future on the examining committee; and not only so, but also, that, if possible, there should be but one examination for the pupils of the Normal School and for other applicants for teachers' certificates.

In fact, the way seems to have been paved for this, however unintentionally, by the recent School Act. The clause of the Act which provides that second-class certificates shall be granted only by County Boards, applies, I presume, to Normal School students as well as to other persons; and hence those Normal School students, forming the majority of the whole, who do not aspire to more than second-class certificates, must appear before County Boards for examination, along with other applicants for certificates. It is true that an understanding might be come to with County Boards to issue certificates to Normal School students on the ground of examinations conducted by the Committee of the Council of Public Instruction; this, I suppose, would be consistent with the statute; but it is scarcely what the statute contemplated, and I am convinced that the Council of Public Instruction will not think of such an arrangement. If the larger division of Normal School pupils must thus necessarily attend the County Board examinations, why may not the other and smaller division attend the same examinations? It would be for their own advantage to do so; for, should a Normal School student be examined merely by a Committee of the Council of Public Instruction, and fail to obtain a first-class certificate, he could not receive a second-class certificate, the Council having no power to issue such a document. but, by presenting himself before a County Board, he might, in the event of his failing to obtain a first-class certificate from the Council, receive a second-class certificate from the Board.

I now pass to the subject of High School Inspection.

Increased provision for the inspection of the High Schools is undoubtedly required to be made. The task of visiting twice a year, more than a hundred schools scattered over the Province, is too heavy to be laid on the shoulders of any one man; and (what is more con-

siderable) the Council of Public Instruction was unable, so long as there was but one Inspector, to frame suitable regulations for the apportionment of the High School fund among the different schools. In the last two reports which I had the honour, as Grammar School Inspector, of giving in to the Chief Superintendent, I showed that the effect of apportioning the Government grant according to attendance merely, was, to empty into the Grammar Schools all the upper classes of the Common Schools. This was the case particularly in Union Schools. Of course nobody used any undue influence to bring such a result about; nevertheless, somehow, it came about. The Common Schools were degraded by having almost all their pupils, male and female, drained off as soon as the children were able to parse an easy English sentence; and the Grammar Schools were crowded with boys and girls for whom a Grammar School course of study was not adapted. For these evils, the only remedy possible, as far as I can see, is to make the amount of the Government grants to the different High Schools dependant not on numbers alone, but on results likewise. To speak mathematically, what each school shall receive out of the public treasury should be a function of the two variable quantities, the number of pupils in attendance, and the character of the instruction imparted; but, in order that results might be taken into account, more than one inspector was indispensable.

Each of the two inspectors, whose services are now available, will be required to visit all the High Schools once a year. Having to visit the schools only once a year, and not twice, as was the case in my day, the Inspectors will be able to devote to each school a much larger portion of time than was formerly allowed. In fact, as new consequences are to be made to hang on the reports of the Inspectors, the inspections of the schools must receive a somewhat new character. The Inspectors will make a very detailed inquiry into the work done in the several schools, and examine all the departments of that work, from the highest to the lowest; and, it is believed, that, as the result of such minute investigation—much more minute than has been either possible or necessary hitherto,—they will be able to arrange the High Schools into classes, according to the educational results which the several schools exhibit. These classes might be three in number,—first, second and third. It is not proposed that the Inspectors shall be asked to arrange the schools in the several classes in the order of merit; this would be too much for them to attempt; but there does not seem to be any insuperable difficulty in the way of their agreeing on a report to the Chief Superintendent, to the effect that such a school is, in their judgment, entitled to rank in the first or highest class; such another school in the second; and such another school in the third. The Inspectors will not make their rounds together, but at different times, so that a school, which may have been visited by one of the Inspectors at a somewhat unfavourable season, may have the advantage of being visited at a more favourable season by the other. Of course, in carrying out these arrangements, a great responsibility will lie on the Inspectors; and High School masters, who find their

schools in the third class, will be prone to fancy that they have suffered injustice; but, where both Inspectors concur in placing a school in a particular class, the country will not easily be convinced that the judgment is erroneous. In the event of the Inspectors differing regarding a particular school, a balance will have to be struck between their judgments. It is presumed that the Inspectors will always be men in whose capacity and integrity the utmost confidence can be placed.

Suppose the High Schools to have been so arranged, in the manner I have described, according to educational results; what then? All the schools which are placed in the third class, should, in my opinion, receive a certain fixed sum for each pupil; those in the second class, a certain larger sum for each pupil; and those in the first class, a certain still larger sum for each pupil. To encourage good teaching, the grant for each pupil in the second-class schools should be very decidedly in advance of that paid for each in the third-class schools; and a similar principle should be followed in determining the allowance to first-class schools. Where a school is so bad as to be deemed by the Inspectors unworthy of being placed in any of the three classes, it should receive no grant.

If a scheme such as this be found practicable, and be adopted by the Council of Public Instruction, it cannot fail, I think, to be productive of the best consequences. It will not only be a heavy blow and great discouragement to the practice of herding boys and girls out of the Public Schools into the High School without reference to their fitness for a High School course of study, but it will also stimulate High School masters to put forth all their strength to raise their respective schools to the highest rank. It will at the same time teach trustees a lesson which some of them need to learn. With trustees the question often is, not—"Where can we get the best teacher?" but—"At how low a rate can we 'hire' a teacher?" A very accomplished and successful Grammar School Master once complained to me of the injustice the trustees were doing him, in withholding a considerable portion of the Government grant to which he was entitled, and using it partly as a reserve fund, and partly to pay an undue proportion of the salary of a Common School teacher who did some work in the Grammar School; and, in the course of the conversation which I had with him, he stated that one of the trustees had expressed himself to the effect that the Grammar School Master was too well paid; he (the trustee in question) thought that a six-hundred-dollar teacher would be good enough. Now, with such trustees, unintelligent and narrow-minded, it is of no use to urge rational considerations of the higher order. As Schiller says, "Against stupidity the Gods contend in vain." But there is one consideration to which even the stupidest trustee is not likely to be insensible, namely, that, when the apportionment to a particular school is made to depend a good deal on the educational rank which the school takes, six-hundred-dollar teachers will no longer be as profitable as they may formerly have been. If by engaging a thousand-dollar or a twelve-hundred-dollar teacher you

might have made your school a first-class school, while by leaving it in the hands of a six-hundred-dollar teacher you keep it in the third class, it may turn out that in choosing the six-hundred-dollar man you saved money in one direction, to lose as much, perhaps more, in another.

The scheme of apportionment which I have sketched, proceeds on the idea, not that the total grant is a definite amount, but that a definite amount is to be paid for each pupil in a school according to the class in which the school is placed. Permit me to ask attention to this. At present, as you are aware, a definite total sum lies at the disposal of the Chief Superintendent for distribution among the High Schools. The effect of this is that what one school gains another must lose. A stationary Government grant is, besides, a check on progress; for, should any considerable number of the schools make such advancement as to render it necessary to engage additional masters, a great increase of the total expenditure for salaries would be requisite, which increase, however, with a stationary grant, there are no means of meeting. But if the views which I have ventured to suggest were adopted, and a definite amount paid for each pupil in a school according to the educational rank of the school, there would, in consequence of the grant expanding in the same proportion in which the schools become more numerously attended and better conducted, be no check on progress; nor would the gain of one school be the loss of another; each would be rewarded on a consideration simply of its own doings— which surely is the right principle.

It may perhaps be urged as an objection to the scheme which I have submitted, that it would involve the expenditure of a considerably larger sum of money than is at present allowed by the Legislature for High School purposes. I suppose that this would be the case; but I am persuaded, that if the scheme were found practicable, its advantages would be so marked that the country would not grudge the money that might be needed to carry it out. Last year, in the Parliamentary Committee on the Upper Canada College question, certain views, expressed by one of the witnesses, seemed to be assented to by a member of the Government, who was on the Committee; but he remarked, turning to some members of the Opposition, who were present: "If we were to propose any such thing, there would be an outcry about the expense." On this, one of the parties more immediately addressed, replied: "If the Government bring down any proposal, which can be shown to be for the true interests of education, we will heartily concur in it, whatever the expense may be. There is nothing we will not pay to have our children well educated." I refer to this little passage of arms because it brings out what I believe is the truth, that all parties in Parliament, those in power and those who expect to get into power, will agree to grant whatever funds can be shown to be necessary for the working of the educational system. Indeed, an eminent member of the House said to me in a conversation which I had with him some time ago: "expense in a matter of this kind, is not to be considered."

Let me now advert to those clauses of the Act which bear on the course of study to be pursued in the Public and High Schools.

As regards the Public School programme, the chief thing to be noticed, is the introduction into it of a new scientific element. By the thirteenth clause of the Act, the Council of Public Instruction is required to make provision "for teaching in the Public Schools the elements of Natural History, of Agricultural Chemistry, of Mechanics, and of Agriculture." It must not be thought that it is intended, by the introduction of these branches of study into the Public Schools, that less attention than formerly is to be given to our old and valued friends, the three R's. Reading, writing and arithmetic must ever continue to be the main strands in the cord of elementary knowledge—the sides of the triangular base of the pyramid of education. If there were the least danger that the admission of science into the Public Schools would lead to the neglect of reading, writing and arithmetic, I for one would say,—keep science at the outside of the door. I trust, however, that it may be found possible, without detriment to the just claims of the R's, to do something in the way of bringing the children in our Public Schools to an acquaintance with the elements of science. This is eminently the age of science. The most wonderful discoveries are being daily made; while at the same time a scientific literature, at once popular and exact, is bringing the results of philosophical research within the reach of the general public. In these circumstances, a School system, which should fail to furnish the elementary education, that would give every child in the Province the means of fitting himself to look with intelligence, when he grows up, on the great scientific movement going on around him, and to take part, if qualified, in the work of original scientific investigation, would be seriously defective. The only question, it seems to me, which can here be raised, is whether the teaching of the elements of science should be confined to the High Schools, or made part of the work of the Public Schools also? The Legislature has taken the latter view. I observe that it is fortified in this by the opinion of the British Royal Commission on education; for, in reporting on the most suitable course of study for a class of schools similar to our Public Schools, the Commissioners recommend the introduction of elementary scientific subjects. It may also be remarked that a large number of boys and girls will probably complete their education in the Public Schools; so that, if they do not obtain an acquaintance with the elements of science in these institutions, they will get it nowhere else. Some persons, when they see the programme of study which the Council of Public Instruction has drawn up for the Public Schools, may very possibly scoff at the extremely elementary character of the lessons to be given in Natural History and Agricultural Chemistry, and Mechanics, and may say: What is the use of learning anything where so little is learned? But, if the little be only well taught, it will be invaluable. It will create a taste for more. It will be an instrument for the acquisition of more. It will introduce into the mind new conceptions—seed-thoughts, which may germinate, and bring forth, in due time, who can tell what fruits?

In the High Schools the study of Latin and Greek is henceforth to be optional. A thorough elementary classical education is still to be provided for boys (and girls, if you please) who may propose to enter a university; but boys and girls who have no such intention, are not to be debarred from receiving a superior High School education adapted to their wants. In order to give effect to the views of the Legislature, the Council of Public Instruction has addressed itself to the task of framing two programmes for High Schools, one classical, and the other non-classical. In the non-classical course, prominence is given to various branches of science, the curriculum being, in this respect, a continuation of what was prepared for the Public Schools; and an attempt is made to exhibit, in definite outline, a scheme of advanced study in the English language. I have elsewhere stated at length, and with all the earnestness in my power, my opinion in regard to the value of the English language, as an instrument of education; and I will now merely say, that in order to vindicate for English a far higher place than it has yet received in our Provincial schools, it is not necessary to institute a comparison between it and the ancient classical languages, or the modern German and French; for it is perfectly certain that the great mass of the boys and girls in our schools must receive almost their entire culture, so far as dependent on the study of language, neither from the ancient classics, nor from French and German, but from their own language. In illustration of the fact that the study of the English language and literature may be rendered not only fascinating, but extremely useful even for the accomplishment of many of the results for which it has hitherto been the habit to look almost exclusively to Latin and Greek, let me quote a passage from a lecture of Professor Tyndall, one of the best writers, as well as ablest philosophers of the present day:—"If I except discussions on the comparative merits of Popery and Protestantism; English grammar was the most important discipline of my boyhood. The piercing through the involved and inverted sentences of 'Paradise Lost'; the linking of the verb to its often distant nominative, of the relative to its distant antecedent, of the agent to the object of the transitive verb, of the preposition to the noun or pronoun which it governed; the study of variations in mood and tense; the transformations often necessary to bring out the true grammatical structure of a sentence—all this was to my young mind a discipline of the highest value, and, indeed, a source of unflagging delight. How I rejoiced when I found a great author tripping, and was fairly able to pin him to a corner from which there was no escaping. I speak thus of English, because it was of real value to me. I do not speak of other languages, because their educational value for me was almost insensible. But," he adds—and the words merit attention, as showing how the appreciation of one means of culture does not necessarily lessen, with a broad-minded man, the appreciation of another—"knowing the value of English so well, I should be the last to deny, or even to doubt, the high discipline involved in the proper study of Latin and Greek."

The single difficulty which I foresee in the way of carrying out

to the most happy results the programmes with which the Council of Public Instruction has been engaged is the lack of competent English and scientific teachers. To teach the higher branches of English well, demands a somewhat rare faculty. And, as regards science, I am satisfied from the recent examinations in which I have taken part, that many of the Public School Masters need to have their notions about science entirely reconstructed. I make no apology, gentlemen, for speaking frankly. An idea seems to be entertained that scientific knowledge consists in being acquainted with rules for working problems. I was amused with a note which a gentleman, who came up at the recent Normal School examination, appended to his answers to a paper in natural philosophy, which bore my name at its head: "Mr. Young," said he, "if you had given me problems in steam I would have shown you how to work them." Now, as it is possible that I may have something to do again in the examination of teachers, though I fervently hope not, I give notice to all whom it may concern, that I attach not the slightest importance to the working of problems in steam or in anything else. What I value is, facts apprehended as bound together by a principle, or what is the same thing, principles as summary expressions for classes of clearly apprehended facts. The knowledge of rules without an acquaintance with the principles lying at the bottom of them may have a little, a very little, technical use; but educationally it is worthless. It might be dangerous, perhaps, to hint that even the High School Masters may not all possess the requisite scientific accomplishment to qualify them for the duties which are now to devolve upon them. Are they not, most of them, graduates of a University?

The last point to which I shall ask your attention, is the authority given to the Lieutenant-Governor in Council to establish Collegiate Institutes.

The effect of that part of the School Act which makes the study of Latin and Greek in the High Schools optional, will probably be to banish classics almost entirely from the majority of the High Schools, and in a great measure to concentrate the study of Latin and Greek in a few localities. If this should happen it would not be a misfortune. It may reasonably be expected that as large a number of good classical pupils will be produced in the few schools which will become the foci of classical instruction as are now sent forth from the whole body of High Schools; while at the same time, the mass of the schools, at least after the High School system fairly gets under way, and the teachers have grown familiar with their new duties, will be doing a genuine and important work which they were not doing previously. In order, however, that classical study may be properly maintained in the schools where it is likely henceforth to be mainly prosecuted, these Schools must receive special pecuniary aid; and for furnishing such aid, under what are considered proper conditions, the 41st clause of the Act makes provision. "Whereas," the clause runs, "it is desirable to encourage the establishment of superior classical schools, it shall be lawful for the Lieutenant-Governor in Council to

confer upon any High School in which not less than four masters are fully engaged in teaching the subjects of the prescribed curriculum, and in which the daily average of male pupils studying the Latin or Greek language shall not be less than sixty, the name Collegiate Institute; and towards the support of such Collegiate Institute it shall be lawful for the Lieutenant-Governor in Council to authorize the payment of an additional sum, at the rate of, and not exceeding seven hundred and fifty dollars per annum out of the Superior Education Fund; provided that if in any year the average of pupils above described shall fall below sixty, or the number of masters be less than four, the additional grant shall cease for that year; and if the said average shall continue to be less than sixty, or the number of masters less than four for two successive years, the institution shall forfeit the name and privileges of a Collegiate Institute until restored by the Lieutenant-Governor in Council, under the conditions provided by this section."

I go heartily along with the framer of the Act in desiring the establishment of superior classical schools. A few schools of the type of Upper Canada College might, with great propriety, be planted in different parts of the Province, not perhaps immediately, but with a wise regard to circumstances. I cannot say, however, that I look with favour on the proposed Collegiate Institute. A year ago, on the invitation of the Grammar School Masters' Association, I stated to that Association my objections to the Institutes: I stated the same objections when called to give evidence before a Committee of the Provincial Parliament: and, as my views remain unchanged, I will now state them to you. Whether I am right or wrong, no harm can arise from having the subject ventilated. In the first place, then, I dislike the proposed Collegiate Institutes because of the character of instability which must necessarily attach to them. The Act provides, as we have seen, that if in any year the average of male pupils fall below sixty, or the number of masters be less than four, the additional grant shall cease for that year; and if the said average shall continue to be less than sixty, or the number of masters less than four for two successive years, the institution shall forfeit the name and privileges of a Collegiate Institute. Thus, a school may this year be a Collegiate Institute, with the pecuniary advantages, such as they are, which that dignity brings along with it; but next year it may lose all special pecuniary advantage, and, the year following, the extinguisher may descend upon it, and out it goes—as a Collegiate Institute. I cannot persuade myself that it is desirable that the institutions intended to be the great centres, where boys preparing for a University are to be fitted for matriculation, should be established under such conditions of uncertainty. In the second place, the Collegiate Institutes are to be developed out of the ordinary High Schools; and this, I believe, is considered by some persons whose judgment is entitled to great respect, a recommendation of the system; but I look upon it as an objection, because it entails the consequence that the institutes may be established in any locality where a High School exists. I cannot

help thinking it would be better to have these institutions fixed in the leading cities of the Province. In the third place, the funds provided by the 41st clause of the School Bill for the support of the institutes, are inadequate. I have already said that my conception of the Collegiate Institutes is, that they are to be somewhat of the type of the Upper Canada College, though on a less extensive scale. Now, it is simply idle to talk of setting up institutions of this character, unless you are prepared to give the masters salaries on which persons with the tastes of educated gentlemen can live. The salary of the Head Master of a Collegiate Institute should not be less than \$1,600 a year; if you have two other masters with \$1,200 each, and a fourth with \$800,—this makes, in all, \$4,800. But what provision does the Act make for the support of Collegiate Institutes? A Collegiate Institute will have its share of the Government Grant, one-half as much more from local sources, and a *bonus* of \$750. The Government Grant will probably not amount to much more than \$1,000. Some very intelligent High School masters, who have spoken to me on the subject, are afraid that this estimate is too high; but, if we say \$1,000, this will make the annual income of a Collegiate Institute, independently of fees, only about \$2,250. It may be supposed that the fees will amount to a large sum. This is the case at present in some schools, as, for instance, in Galt and Kingston; but, throughout the Province, the current is strongly flowing in the direction of free education, in the High Schools as well as in the Public Schools. The effect of this tendency will be to lower the fees in all the High Schools except a few which happen to be placed in peculiar circumstances; so that the income which may be looked for from this source will be in most cases precarious, and is likely to become more and more so every year. The 36th clause of the Act may perhaps be thought sufficient to meet the difficulty; for it gives High School Boards the power to levy not only a sum equal to one-half the Government Grant, but such other sums as may be required for the maintenance of the High School; but the masters of Collegiate Institutes would not, I suspect, care very much to have their salaries from year to year dependent on the generosity of High School Boards. For these reasons I should have been better pleased with the School Act, had the 41st clause been omitted. It is a cumbrous, and I fear it will prove a not very manageable, appendage to an otherwise complete, and harmonious school system.

Would you give no special encouragement, then, it may be said, to superior classical education? Certainly, I would. In the first place, if the principle were adopted, which I have advocated in this address, of paying schools for results as well as for attendance, and if such payments were made, not by the division of a definite total sum among the schools, but by the allotment to each school of a fixed amount for each pupil according to the educational rank taken by the school; such a scheme, the rate of payment to first-class schools being made (as I think it should be) greatly in excess of that paid to the lower schools, would provide for schools of the first class, whether

classical or non-classical, as liberal pecuniary encouragement, at least, as the 41st clause of the Act proposes to allow to the Collegiate Institutes. And, in the second place, I would be prepared, as I before intimated, to found, when the proper time should seem to have arrived, in the more important localities, such as Ottawa, Kingston, Hamilton and London, schools somewhat of the character of Upper Canada College, only on a reduced scale. Of course, if those who hold the strings of the public purse, will not give money to carry out such plans, nothing more can be said; there is an end of the matter. But we are bound to proceed upon the assumption, that the Legislature will not grudge a moderate expenditure—for after all it would be moderate—demanded by the best interests of the country. Our Legislators surely all understand that there are higher feats of statesmanship than saving money.

THE WORK OF THE ASSOCIATION.

The following paper was read by Mr. William Anderson, of the Toronto High School:

“This Association having reached the tenth year of its existence, we may very properly take a retrospect of its history.

“In the month of December, 1861, the teachers and friends of education in Toronto and the County of York assembled at the Court House in this city for the purpose of organizing a Teachers’ Association for Upper Canada. The undertaking was not unattended with considerable difficulty. Among teachers, as among other classes, there are many who look almost exclusively at the direct personal benefits to be derived from any movement in which they take part. The Provincial Association was neither in the nature of a trades union to keep up prices, nor a benefit society to provide against sickness or old age. Teachers generally receive very scanty remuneration. A man obliged to support a family on four hundred dollars a year, could scarcely be expected to travel from one to two hundred miles, at the cost of nearly half a month’s salary, to attend meetings resulting apparently in but little profit.

“There existed another serious obstacle, which by the recent Act of Parliament has happily been almost entirely removed. Two classes of teachers existed throughout the country, one holding Provincial the other County Board certificates of qualification. No teacher, however well qualified, was permitted to compete for a Provincial certificate without previous attendance at the Normal School. County Board teachers considered this provision of the law a great injustice. Hence arose a feeling of jealousy, which began to appear in a very marked manner, immediately after the Association was formed. This feeling was strengthened by circumstances connected with the preliminary proceedings.

"It happened that the day of our first meeting for organization was made a holiday at the Normal and Model Schools to enable the masters and students to attend. Mr. Robertson, then Head Master of the Normal School, presided, and the masters of the Model School took an active part in the proceedings. The names of these gentlemen appearing in the published reports, County Board teachers concluded that the Association was under the control of the Normal School, and many of them, on that account, would have nothing to do with it. However, before long it was found that County Board teachers were in the majority; and then the complaint might be heard that the Association was *opposed* to the Normal School.

"Even after the organization was fully established, many teachers who had been attracted by the novelty of the movement began to fall off, and a variety of other obstacles presented themselves, which it was very difficult to remove. But as teachers met in convention, and became better acquainted with one another, they discovered that no class held control—that the members were willing to throw aside local prejudices, and forget the petty distinctions arising from the difference of locality in which their knowledge or experience had been acquired.

"But, perhaps, the most formidable difficulty in the way of securing combined action among us was, and is still, the want of permanence in the profession.

"Teaching has long been used as a means of reaching other professions. A young man proposes to study divinity, law or medicine, but his finances being insufficient to enable him to complete his course, he becomes a teacher for a year or two, for the purpose of earning money. His leisure is entirely taken up in pursuing a special course of study entirely unconnected with teaching. Having put in his time and drawn his salary, he troubles himself no further about either teaching or teachers, and, of course, gives himself no concern whatever about Teachers' Associations. It is difficult to ascertain the entire number of teachers that enter other employments every year; but turning to the annual report of the Chief Superintendent for 1867, we find that up to that year, 2,544 Provincial certificates had been granted to students of the Normal School. Of these, 964 had expired or been superseded by others, leaving 1,580 valid at that date; but only 601 persons holding such certificates were then engaged in teaching.

"These were among the difficulties to be met by those who ten years ago inaugurated this movement. They had but slight inducements to offer to their fellow-labourers to come forward and take part in the work. The obstacles were numerous, the attractions but few. But they felt that they had a duty to perform, that they must make some sacrifice, and that ultimately success was certain, and they have not been disappointed. The fact that this Association has been in successful operation for nearly ten years, has been attended by hundreds of leading teachers from all parts of the Province, affords ample

proof that we are capable at least of working together for a common object. But more than this has been accomplished. Until recently the opinions of teachers on educational matters have been practically disregarded. Not so when legislation was invoked on matter affecting other classes. When a new Insolvency Bill was introduced into Parliament, leading merchants were consulted in regard to its provisions. If a Medical Bill were brought before the House, representatives from the different medical schools were examined before a special committee. If a measure affecting the legal profession was under consideration, the members of the Bar and the Bench were respectfully requested to express their opinions. When bank charters required amendment, cashiers and presidents were forthwith summoned to the capital. But when school legislation occupied the attention of the people's representatives, nobody thought of asking teachers what they thought about matters which they above all others were most likely to understand. How are we to account for this strange inconsistency? It will not suffice to say that educational questions are of less importance than those relating to trade, law, or medicine. Ask the people, with the services of which of the classes just named they could most easily dispense: and the answer will certainly not be, 'With those of the teachers.' It is unnecessary to stop to enquire where the fault lies—probably with teachers themselves—but we may congratulate ourselves on the fact that this state of things is rapidly passing away. Important changes have just been made in the school law by the Act of the present year; and it is highly creditable to the judgment of the respected head of the Education Department that the new features introduced are not the result of mere theory, but are based on the matured experience of practical teachers and superintendents, as expressed by the deliberate decisions of this body. At the meeting held in Hamilton in 1862, a motion was introduced affirming the desirability of establishing a central board of examiners to issue Provincial certificates of qualification in lieu of the recently abolished system of issuing County Board certificates. The mover of the resolution recommended the plan adopted in the examinations of the London University, that is, that the questions should be prepared by this Central Board, transmitted under seal to the County Boards, opened in presence of the candidates, and the answers returned to the Central Board for adjudication. This motion was lost by a small majority; but at several subsequent meetings was carried unanimously. At the Convention of 1865 an additional clause was proposed, and strongly urged by several speakers, to the effect that all candidates for certificates of qualification, wherever educated or trained, should be examined by this board, which should include no individual whose pupils were required to undergo its examination. By the late School Act, and the regulations of the Council of Public Instruction, precisely this plan of licensing teachers has been adopted, and is now in operation throughout the Province. With regard to certain matters of detail, there will no doubt be much difference of opinion; but as a whole this may be regarded as one of the most important features of the new law. It removes one of the main causes

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of all feeling among teachers, establishes merit as the sole standard of graduation, and, judging from the experience of past years, will have the effect of retaining in our ranks many of our best teachers who, under the old law, would be induced to enter other employments. Had we done nothing more than to bring this matter prominently before the proper authorities, and help to effect the change that has just been made, our organization would not have existed in vain.

"A thorough system of school inspection is of vital importance to the efficiency of our schools. Until the present year, two serious evils existed. Incompetent persons were frequently appointed to the office of Superintendent, and many who were competent, not being sufficiently remunerated to spend their whole time in the work, made the duties of the office subordinate to their other avocations. In addition to the injury sustained by the schools themselves, how humiliating and vexatious to the competent teacher to be compelled to listen to criticisms on his system of imparting instruction from officials entirely ignorant of school organization or the best methods of teaching. How galling to the man of education to be examined by a superintendent far inferior to himself in attainments, and whose stock of knowledge would be considerably increased by attending one of said teacher's junior classes. In the case of that class usually termed professional men, who held this office, the fault was not so much a lack of education as a want of interest—although the knowledge of a profession does not necessarily include a knowledge of teaching, and not always a thorough acquaintance with the subjects taught. As might naturally be expected, so much time, only, as could be spared from professional duties would be devoted to school visiting. Hence the more successful and popular as a professional man the less efficient and useful as a superintendent. Let it not be supposed that all persons holding this position were inefficient. There have been many worthy exceptions—men thoroughly competent, conscientious, and devoted to their work; and it is gratifying to know that special provision has been made in the law to render these gentlemen eligible for appointment to the office of Inspector without further examination. In order to supply a remedy, this Association, on more occasions than one, recommended that all Superintendents should possess, at least, the qualification of first-class teachers, combined with practical experience in teaching, and that appointments should be made for counties instead of townships. By the late School Act and the regulations based on it, these recommendations have been fully carried out. School Inspectors are now to be selected from among the highest grade of practical teachers only.

"It is unnecessary further to enumerate the provisions of the recent Statute. Nearly all the important changes introduced have been recommended by teachers themselves. The utmost readiness has been shown by the Legislature, the Chief Superintendent of Education, and the Council of Public Instruction, to listen to the suggestions of the Ontario Teachers' Association. If the results should prove unsatisfactory, we have ourselves to blame.

“Altogether, the success attending our labours has been highly gratifying. Let us not suppose, however, that our mission is accomplished. This Association has now a definite part to perform in the great work of education, which can be done by it alone. A few years ago, its utility was considered doubtful and its success uncertain; now its existence has become almost a necessity. But let not the good that has already been accomplished induce us to relax our efforts: let it rather encourage us to put forth renewed exertions. Every man owes something to his profession besides a certain amount of labour for which he receives pay. There may be callings more honoured, but there are none more honourable than that of the teacher. The foreign foe that invades our shores is not more to be dreaded than the ignorance that lurks in our midst; and the military hero that defends us from the one deserves not better from his country than he who rids us of the other. The faithful devoted teacher is a true patriot. It is not by whining and complaining about want of respect that teachers can hope to secure their proper position. They must be true to themselves. Let them but respect their calling, and it will command the respect of others. The man makes the position respectable, not the position the man. Now more than ever a feeling of harmony and good-will exists among our members. A disposition to unite more closely together is everywhere apparent. Our past history affords ground for satisfaction and thankfulness. Let us hope that a career of still greater usefulness is before us.”
