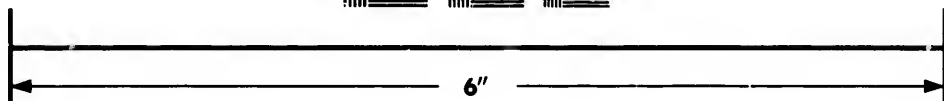
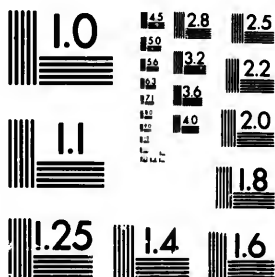


**IMAGE EVALUATION
TEST TARGET (MT-3)**



**Photographic
Sciences
Corporation**

23 WEST MAIN STREET
WEBSTER, N.Y. 14580
(716) 872-4503

**CIHM/ICMH
Microfiche
Series.**

**CIHM/ICMH
Collection de
microfiches.**



Canadian Institute for Historical Microreproductions / Institut canadien de microreproductions historiques

© 1982

Technical and Bibliographic Notes/Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

- Coloured covers/
Couverture de couleur
- Covers damaged/
Couverture endommagée
- Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée
- Cover title missing/
Le titre de couverture manque
- Coloured maps/
Cartes géographiques en couleur
- Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)
- Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur
- Bound with other material/
Relié avec d'autres documents
- Tight binding may cause shadows or distortion
along interior margin/
La reliure serrée peut causer de l'ombre ou de la
distortion le long de la marge intérieure
- Blank leaves added during restoration may
appear within the text. Whenever possible, those
have been omitted from filming/
Il se peut que certaines pages blanches ajoutées
lors d'une restauration apparaissent dans le texte,
mais, lorsque cela était possible, ces pages n'ont
pas été filmées.
- Additional comments:/
Commentaires supplémentaires:

- Coloured pages/
Pages de couleur
- Pages damaged/
Pages endommagées
- Pages restored and/or laminated/
Pages restaurées et/ou pelliculées
- Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées
- Pages detached/
Pages détachées
- Showthrough/
Transparence
- Quality of print varies/
Qualité inégale de l'impression
- Includes supplementary material/
Comprend du matériel supplémentaire
- Only edition available/
Seule édition disponible
- Pages wholly or partially obscured by errata
slips, tissues, etc., have been refilmed to
ensure the best possible image/
Les pages totalement ou partiellement
obscurcies par un feuillet d'errata, une pelure,
etc., ont été filmées à nouveau de façon à
obtenir la meilleure image possible.

This item is filmed at the reduction ratio checked below/
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	12X	14X	16X	18X	20X	22X	24X	26X	28X	30X	32X
					✓						

The copy filmed here has been reproduced thanks to the generosity of:

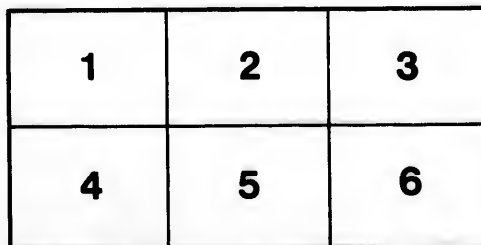
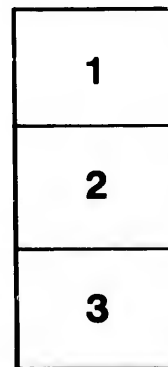
University of Toronto
ARCHIVES

The images appearing here are the best quality possible considering the condition and legibility of the original copy and in keeping with the filming contract specifications.

Original copies in printed paper covers are filmed beginning with the front cover and ending on the last page with a printed or illustrated impression, or the back cover when appropriate. All other original copies are filmed beginning on the first page with a printed or illustrated impression, and ending on the last page with a printed or illustrated impression.

The last recorded frame on each microfiche shall contain the symbol \rightarrow (meaning "CONTINUED"), or the symbol ∇ (meaning "END"), whichever applies.

Maps, plates, charts, etc., may be filmed at different reduction ratios. Those too large to be entirely included in one exposure are filmed beginning in the upper left hand corner, left to right and top to bottom, as many frames as required. The following diagrams illustrate the method:



L'exemplaire filmé fut reproduit grâce à la générosité de:

University of Toronto
ARCHIVES

Les images suivantes ont été reproduites avec le plus grand soin, compte tenu de la condition et de la netteté de l'exemplaire filmé, et en conformité avec les conditions du contrat de filmage.

Les exemplaires originaux dont la couverture en papier est imprimée sont filmés en commençant par le premier plat et en terminant soit par la dernière page qui comporte une empreinte d'impression ou d'illustration, soit par le second plat, selon le cas. Tous les autres exemplaires originaux sont filmés en commençant par la première page qui comporte une empreinte d'impression ou d'illustration et en terminant par la dernière page qui comporte une telle empreinte.

Un des symboles suivants apparaîtra sur la dernière image de chaque microfiche, selon le cas: le symbole \rightarrow signifie "A SUIVRE", le symbole ∇ signifie "FIN".

Les cartes, planches, tableaux, etc., peuvent être filmés à des taux de réduction différents. Lorsque le document est trop grand pour être reproduit en un seul cliché, il est filmé à partir de l'angle supérieur gauche, de gauche à droite, et de haut en bas, en prenant le nombre d'images nécessaire. Les diagrammes suivants illustrent la méthode.

A.N.
C.XII
U. of Toronto
1890-1900

1900

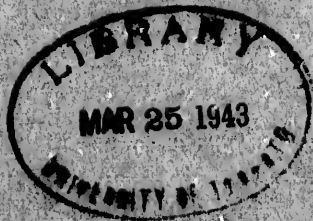
CONVOGATION ADDRESS

University of Toronto,

OCTOBER 1st, 1900.

BY THE PRESIDENT,

JAMES LOUDON, LL.D.



TORONTO:
THE PUBLISHERS' SYNDICATE, LIMITED.

1900.

Convocation Address.

I N my Convocation address last year I dealt with the question of technical education, and judging from the number of inquiries and references which the address elicited, both at home and abroad, I am led to the conclusion that the discussion was timely, and that it contributed in some measure to the removal of misconceptions. This year again I propose to discuss an academic topic, and one of a severely technical character.

I am sometimes asked why I do not choose more popular subjects for my Convocation addresses. My answer is that, though there are many inviting themes in the broad fields of literature and science, not to mention politics, still I feel that my position as head of the teaching side of the University demands that first and foremost I should contribute my quota to the solution of those difficult academic problems, connected with the University or the general system of education in Ontario, which from time to time are bound to present themselves. I feel, indeed, that academics is my business, and that it should receive my first attention.

I am sure that the title of this address must have excited curiosity in some minds, mingled with a species of incredulity. I am liable to be asked, "Are you not aware that our educational system is the best in the world, that it has received medals and diplomas at the World's Fair, and that it excites the envy and emulation of the nations?" These are things which we are too prone to repeat, and which are believed by too many. They are pleasant but unprofitable doctrines. There is really no system so dead as a perfect system. Some systems are worse than ours, some are better, and even the best existing is capable of improvement.

Apropos of this I am tempted to relate an incident which occurred in the experience of a friend of mine, a distinguished Parisian *savant*. Some thirty years ago my friend was conversing with a gentleman (whom we shall call Mr. B.) regarding the education of boys, and outlined to him, with considerable enthusiasm, what he thought to be an ideal course of training. Mr. B. replied half in jest, "Well, if I ever have boys to educate, I shall follow your advice." Many years passed by, and Mr. B. became a prominent official in the French service in Egypt. One day

my friend received a letter from him saying that he had not forgotten the pedagogical theories heard so many years ago, and asking at the same time for the address of an institution which carried out the principles then laid down. My friend was forced to reply that, although he held to his theories more firmly than ever, yet as a matter of fact no such institution existed anywhere in Europe. Fortunately for the boy, the matter was ended by his being sent to a German gymnasium at Frankfort. Like my friend, I too have in mind an ideal system which doubtless I shall never see fully realized, but towards the attainment of which I should like to contribute in some measure by my advocacy.

It is not my purpose to propound new theories as to the objects of education in general. It is not my intention to discuss the educational value of this or that branch of learning, either in the abstract or in regard to the future career of the student, and still less am I inclined to discuss pedagogical methods. My remarks will centre round what I consider to be the most important question confronting High School and University teachers here and now, viz., "How shall the youth of our land obtain a liberal education without unnecessary waste of time and effort?" The term "liberal education" requires a word of definition. Under the varying systems of different civilized countries there is a remarkable unanimity as to its meaning. Speaking generally, to be liberally educated implies a knowledge of one's own language and literature and of two or three foreign languages and literatures, a knowledge of mathematics, history, and at least some acquaintance with physical or natural science. Such a scheme may be too broad or too narrow. Some radical persons will maintain that it is nearly all wrong, but at any rate it is the scheme on which the civilized world has settled, and how best to obtain or impart this education is the practical question before us. Under our system the work is done by the High School and the University. The High School imparts the rudiments and the Arts course of the University continues and completes the instruction begun in the High School. The Bachelor's degree represents the sum total.

Now, is this work being done in Ontario with due regard to economy of time and effort? The average age of our Arts graduates is between 23 and 24 years. If we pass in review the acquirements of the average graduate, and consider that it has required in all 17 or 18 years of school and university training to reach what is often a very mediocre degree of attainment, we have at once ground for suspicion. But if we examine what is accomplished in some other countries, notably in Germany, in the same time, we become at once convinced that there is something radically wrong. The Canadian youth of 19 (I am speaking of average age) is barely beginning his college course: the German youth of like age has completed his liberal education. His attainments, even put at the very lowest, are equal to those of our pass graduate, while his knowledge of some subjects would put him into the honour lists under our system. He is a good "all round" scholar. He has passed the *Abiturienten-Examen*, which closes his career at the gymnasium or real-

schule. He is then in fact qualified and permitted to undertake what we should call post-graduate study. As far as a liberal education is concerned, he has had the same course of training as the professor with whom he undertakes professional study or research work. In this connection, it is worth remarking, by the way, how different is the force of the term "leaving-examination" (modelled on *Abiturienten-Examen*) as sometimes used here, and as used in Germany. With us it marks the entrance to undergraduate work: in Germany it marks the entrance to research or post-graduate work.

Why is it then that our young men lag years behind the young men of Germany in attainment? Are they not industrious, and are their teachers not painstaking? I have no hesitation in answering both these questions in the affirmative. Both our children and our teachers are burdened to the limits of physical endurance. The German boy probably plays less, and his school hours are slightly longer, but taking school work and home work together, there is little or no difference in the amount of effort expended by the student. After careful comparison of our system with that of Germany and other countries as well, I have come to the conclusion that the loss of time with us results largely, I might say mainly, from a clumsy and unnatural arrangement of the whole course of study. The course of study as a whole is chargeable both with sins of omission and commission; it has left undone those things which it ought to have done, and it has done those things which it ought not to have done, and I might almost add that, so far as facility for the acquisition of a liberal education is concerned, there is no health in it.

Let us examine for a little the course of training of one of our graduates. He enters the Public School at say 6 years of age. He is taught to read, write and cipher, and just here enters a sin of commission. He is overtaxed with work in departments of study for which his immature mind is totally unfitted. I refer especially to grammar and arithmetic. The sum total of effort lost through untimely pushing in these subjects alone is enormous. After the lapse of some years the boy is ready for the High School, and passes into it after a stiff examination. His education is pretty well out of joint. The chances are that he is an indifferent reader, not very sure of his orthography, fair in writing, able to analyse and parse in a mechanical way, but not understandingly, very strong in arithmetic, if he be tested on the type of problem on which he has been drilled, and with a certain amount of useless baggage in history, geography, physiology and temperance, etc., but without having been taught the first word of a foreign language. If he remains in the Public School for two years more before entering the High School, as he may do, he continues his English studies, is pushed further on in mathematics, and adds botany and bookkeeping to his acquirements. He is still, except in very rare cases, without the rudiments of a foreign language.

In the High School he begins a struggle to overtake what has been

omitted from his previous training. In view of his intended course at the University, he must at once begin either two or three foreign languages. Now, language-study is a matter in which time is a very essential element. But the boy's time is limited. He is getting up in years, and must be rapidly crammed for matriculation. Moreover, the best period for acquiring the elements of foreign languages has already passed by, while the boy was striving in the Public School to learn the impossible. If the High School pupil were free to devote his whole time to languages, he would still be at a disadvantage, owing to the shortness of the High School course but the languages form only a portion of his work. He must prepare his Part I. of the Junior Leaving, and hence, geography, arithmetic, grammar and history, monopolize his attention, to the further detriment of his languages. He arrives at the University at the average age of between 19 and 20 years, with his education relatively as much out of joint as it was on his entrance to the High School. At the University his main effort is spent in striving to remedy the defects of his early language training, and he finally graduates some three or four years later than is the case in Germany, with a much less thorough and permanent knowledge of his foreign languages.

Now let us see how our German friends plan the education of a boy who is intended to be liberally educated. He enters the gymnasium or realschule at about 10 or 11 years of age, and he completes the course at 18 or 19. The work is divided into six forms or classes, numbered inversely as compared with ours, and running from VI. (the lowest) to I. (the highest). In the gymnasium, classics is given prominence, in the realschule, modern languages and mathematics occupy the first place: the other subjects of study are in general as with us. In order to contrast the division of the boy's whole school time with what prevails here, I shall have to give you a few figures. His school week is on the average divided into about 30 periods. In the Leipzig Gymnasium, for example, Latin has in the lowest form 9 periods, and 7 and 8 in the two highest, and in other classes proportionately; Greek has 7 periods in the three highest forms; French runs through four forms out of the six, with 2 hours weekly in each form; English 2 hours weekly in the two highest forms. This is in marked contrast to our system, and we obtain a contrast of another character when we observe the time given to German (the boy's mother tongue) and mathematics. The periods in German in this institution run 4, 3, 3, 2, 2, 3; arithmetic runs through the three lowest forms only, with an average time of 3.3 periods each week; it is then dropped, and mathematics continues through the higher forms, with an average time of about 4 periods weekly, and yet the German mathematician is inferior to none. In the Realgymnasium at Chemnitz the average number of periods per week devoted to Latin throughout the course is 6.3; to French 4.4 in five forms; and to English 3 in three forms. In the Leipzig Realschule the average number of periods per week devoted to French throughout five out of the six classes is 5.4; to English 4 periods in the three upper forms; to German 5.5 throughout. Here also arithmetic drops to 2 periods weekly at the middle of the course.

Under such a grouping of his work, we cannot wonder that the German becomes a thorough scholar in three or four foreign languages at an age when a Canadian youth is still struggling with the elements. Nor does it appear that the German youth is deficient in the branches on which we lay so much stress, for the simple reason that his training in them is judiciously timed and proportioned.

It will thus appear that our system differs from that of Germany (and the same is true of other countries) in two fundamental respects, (1) language study is unduly deferred with us, and (2) various other branches are unduly fostered. How have these conditions arisen? The postponement of language study in our system is evidently due to the fact that the High School course begins where the Public School ends, and liberal education becomes the victim of what looks like a very symmetrical and plausible course upon paper. There is practically no means in our system by which the boy may begin his languages at an advantageous age, and moreover, as the standard of the Public School rises, the evil becomes intensified through still further postponement.

Let me give you an example of the questions which a boy must answer before he is permitted to study languages in a High School. They are selected from the High School entrance examination papers of 1899.

Define and illustrate in sentences the following:—

(a) compound, complex, assertive, interrogative and imperative sentences,

(b) principal and dependent clauses,

(c) adverbial, adjectival and noun-phrases.

Show, by writing *shall* or *will* with the first, second and third persons singular and plural of the verb *go*, how you would indicate:—

(a) simple futurity,

(b) promise or determination.

Draw an outline map of South America, indicating with names the chief islands, rivers, mountain ranges, and the political subdivisions.

The cost of a quantity of silk at \$3.25 per yard, and tweed at \$2.50 per yard was \$409.75, the whole cost of the tweed being 25 cents more than that of the silk. Find the number of yards of each kind of cloth.

A merchant engages a lawyer to collect his accounts, agreeing to pay him $2\frac{1}{4}$ per cent. of the sum collected. If $\frac{2}{3}$ of the accounts prove worthless and the lawyer receives \$75.60 for collecting the balance, find the total amount of the merchant's accounts.

What led to the passing of the Constitutional Act of 1791. State its chief clauses, and point out its defects.

Write explanatory notes on the following:—

(a) Secularization of the Clergy Reserves,

(b) The British North America Act,

(c) The North-West Rebellion, 1885.

State the duties of each of the following, and explain how each is appointed:—County Treasurer, Sheriff, Registrar, Warden of the

County, Mayor, Assessor, Premier of the Dominion, Lieutenant-Governor, Governor-General.

What is a tragedy? Why did Burns not write one? What was the deep tragedy that he enacted?

Why may Burns be regarded as an "intrinsically nobler, gentler, and perhaps greater soul" than Napoleon?

(a) Give the general classes under which you would arrange the bones of the human frame.

(b) Of what substances are bones formed? Which of these substances predominates in the different stages of life?

(a) Trace the food through all the changes wrought upon it in the mouth, the stomach, the duodenum and the small intestines.

(b) Name the juices mixed with it in each stage of these changes and the organs which produce them.

(c) What organs take up the food and send it into the circulation?

I do not offer an explanation as to why we have been saddled with conditions so inflexible, but I characterize them as an evil, and I emphasize the point. So long as it is impossible for the boy to begin his languages until he has reached the standard now required for High School entrance, just so long will he be terribly hampered and delayed in the attainment of a liberal education. So strongly was the Senate of the University impressed with this disability that two years ago it considered a project for instituting an elementary examination in languages, a grade lower than matriculation, for the purpose of stimulating language study. The project was eventually abandoned, as it was felt that any further increase of the examination evil would prove to be a remedy worse than the disease.

Let us look at the second of the hindrances, the undue fostering of certain other branches of study. We shall find the causes in the scope and object of the High School course. Ostensibly the High School curriculum is framed to afford a liberal course of secondary education, but the High School, as now constituted, is chiefly an institution for the preparation of Public School teachers in their non-professional work. This is the determining principle. We are sometimes reminded that intending matriculants form but a fraction of the aggregate attendance, and that they consequently have no rights. But is the manufacture of such enormous numbers of Public School teachers wise or right from any point of view; or, if so, is the course of study such as to produce the best quality of Public School teachers? To both of these questions I give a decided negative. The evils attendant on the over-production of teachers have become patent to everybody, and need not be dwelt on. The quality of the teachers in the Province at large leaves much to be desired. I shall refer to this point again under another head, but I should like to say just here that the standard of efficiency might be considerably improved by liberalizing the course of non-professional studies.

I have referred at considerable length to the postponement of languages and the want of proportion in the course of study, because I regard these

as the chief impediments in the way of obtaining a liberal education, and also because these hindrances have not hitherto received the attention which they demand at the hands of those who are interested in seeing our educational system, as a whole, brought up to the level of that of other countries.

I now pass on to discuss briefly a third impediment, which has of late received much attention, and regarding which wiser counsels are beginning to prevail. I refer to the examination incubus. Even with the lightening which has taken place, we may still, I think, challenge the world in respect of examinations. At the Departmental Examinations in 1899, 32,160 candidates were examined, exclusive of those in the Art Schools, etc. The total number of examination papers issued was 706,500. Of these candidates 11,483 took the examinations leading to the teachers' certificate in 1899, and the number was about the same in 1900, while the whole number of Public School teachers in the Province was at the latest estimate 8,465. These figures are astounding, but they refer only to a part of the written examinations which meet the student at every turn from the kindergarten to the university. There are written weekly examinations, monthly examinations, promotion examinations, and what not. I hold that examinations are a necessity to be reduced to a minimum, and that they should not be multiplied and magnified as has been the case under our system. There is no doubt in my mind that teaching done with the examination immediately in view is inferior teaching, and when we add to this the incentives to cram arising from frequent tests which bring the High Schools into competition with one another, we find that we are face to face with a serious hindrance to effective teaching.

Looking more particularly at the examinations affecting the High School course, I am glad to note that the examination for Form I. has been discontinued. This is a step in the right direction, but it is not enough. Hosts of candidates every year pass the non-professional tests for teachers who never become teachers, and who have no intention of entering the teaching profession. This is unnecessary, and it is hurtful on the general grounds already given. But it appears almost absurd when we remember that the examinations are held years before the candidate begins his career as a teacher. One general result of this practice is still further to distort the High School course, notably in the subjects of grammar, arithmetic and history, in which a high standard is exacted at an age much too early for the proper comprehension of these subjects.

The teachers' examinations are in the wrong place. The non-professional and professional tests should go together, and should be applied at the same time. In short it is my belief that the Provincial Normal Schools should not only teach pedagogy, but should also review and examine on a large part at least, if not all, of the subjects which the intending teacher is to teach. I need hardly refer to the County Model Schools, which have demonstrated their uselessness, and cannot disappear too soon from our system. In other words, then, let the teaching

function which the Normal School originally possessed in Ontario, be revived. This would be in line with the practice in Germany. The German system does not send out its certified teacher with mere reminiscences of what he has acquired years ago, as is done here. In the *Lehrer-Seminar* (Normal School) even though the candidate has completed the greater part of his course in the gymnasium or realschule, he is instructed not only in the strictly pedagogical work, and sciences there-to relating, as here, but also in mathematics, the German language and literature, history, geography, physics and chemistry, natural science, drawing and caligraphy, vocal and instrumental music, gymnastics and drill, religion, and sometimes Latin and modern languages.

Such a method, if adopted here, would have more than one advantage. It would raise immensely the standard of the profession as a profession, it would give us an efficient body of Public School teachers, of which the country is sorely in need, and it would reduce the examination evil to a minimum, since the only remaining examination would be that required for matriculation into the universities and professional schools. The promotion examinations from form to form, in the High School, I would propose to leave entirely in the hands of the teachers, and pupils should be admitted to the High School on the recommendation of its teaching staff.

Let us now proceed to consider in detail the direct bearing of what has been said on the universities and professions. Students who are seeking a liberal education may be roughly divided into three classes, (1) those who have no professional career in view; (2) those who are looking forward to one of the so-called learned professions, or to a higher technical career, and (3) those who are intending to engage in research work leading to a higher degree than the B.A.

The effect of the present system upon the first of these classes, though serious enough in itself, is less harmful than upon the other two classes. To the student who has in view solely the attainment of a liberal education, time is a less important element. In his case, the attainment of his object is simply delayed by so many years, and made proportionately expensive, but without other result, except that the process is needlessly tedious, and the standard of scholarship lower than could be reached by the same effort under improved conditions.

With the second class, the matter is quite different. The intending professional man feels that he cannot afford the loss of two or three years cut out of the most vigorous part of his life. He cannot fairly be expected to spend 13 or 14 years in preparation for entrance on an Arts course, 4 years in obtaining his Arts degree, and 3 or 4 years more in the study of his profession, which he finally reaches at the age of 26 or 27, or even 28. True, a certain number of young men make the sacrifice of time entailed by taking the Arts course, and in my opinion they decide wisely. But the vast majority decide otherwise. They begin the study of their profession with the minimum preparation exacted in the various professional schools. The professional schools are hampered by the

slender attainments of their students, and would gladly raise the standard of entrance to that of the B.A. degree, but this is practically impossible, and it will remain impossible just so long as the present conditions prevail. If, on the other hand, the preparatory course were reformed by the removal of the defects which I have indicated, it would be easy enough to insist on the higher standard, and indeed I have little doubt that, could intending professional students shorten their preparatory course by even two years, many of them would of their own accord elect to enter their profession through the gateway of the B.A. degree. The intending technical student requires also a liberal education of a somewhat more limited character, and, under improved conditions, he also would at an early age be enabled to acquire that knowledge of foreign modern languages which is absolutely essential to his success, and which he now must obtain later under great disadvantages. With regard to the importance of French and German to the technical student, Principal Galbraith of the School of Practical Science tells me that, had he to choose between a knowledge of French and German on the one hand and Chemistry and Physics on the other, as a preparation for entering a higher technical course, he would unhesitatingly decide in favour of the languages.

Coming next to the third class, the research student, let us see how the reform would affect him. With this class of student rests the hope of future advancement in knowledge and the eventual raising of our whole standard of learning as a nation. And yet research work is with us in its very infancy. The vast majority of our young men never undertake it; they hardly realize what it means. They never get beyond the stage of mere *learners*, they do not become *students*. Here again a vast improvement might be made under reformed conditions. The average German youth is in a position to begin research work at 19 or 20. If that were possible here, I make no doubt that research would receive an immense impetus, and that through it a new and stronger life would begin for higher learning in our midst.

There is still another question coming under the general head of economy of time. How would High School reforms affect the University Arts course? Could it be shortened? It has sometimes been proposed, even under present conditions, to make it a three years' course. This proposition has been made just because of the needlessly advanced age at which our B.A. degree is obtained. Such a reduction, with its attendant evils (the increased pressure on the student and the lowering of the standard), would be a doubtful experiment unless reform were effected lower down. If the advocates of a three years' course can secure the necessary modifications in what precedes, a proper proportion in the preparatory subjects, and the introduction of language study say two years earlier than at present, I see no reason why the Arts course might not be rearranged and shortened by a year, without impairing the standard.

The remedy of defects is to some extent implied in the mention of them, but, lest I should be misunderstood as indulging in criticism of a

purely destructive character, let me summarize here, at the risk of repeating myself in part, the chief reforms in our system which seem to me urgent and feasible.

1. The courses of study.

Let the work of the Public School be better adapted to the end in view, and to the stage of mental development of the child. This implies a good deal less grammar and arithmetic, especially in the early part of the course, a great deal more attention to reading and spelling, and in general, less prominence to subjects which are of little educational value. Let us by all means ensure that the pupil, on leaving the Public School, shall read with intelligence and ease, spell correctly, write well, and perform simple arithmetical operations with accuracy.

For the High School, I propose, first of all, some arrangement by which the pupil may begin his languages at a reasonably early age. There is no reason why the pupil should not enter the High School as soon as he is well grounded in the essentials I have mentioned above. It seems in some quarters to have become accepted as axiomatic that the only path to the High School lies through the completion of the present Public School course, with all its encumbrance of non-essentials.

This is one of the fundamental mistakes of our system. I do not propose to limit the sphere of the Public School, or to abridge its curriculum, but I maintain that the work of the High School will be in great measure ineffective so long as it of necessity begins where the present Public School curriculum leaves off. Nor will matters be improved by the introduction of language teaching into the Public Schools. At best, the languages would be optional, and the efficient teaching of them could not be secured. Further, I propose for the High Schools a change in the allotment of time and attention to the various subjects so as to provide for a really liberal education. This change could easily be secured, if the non-professional training of teachers were transferred in large part to the Normal School, where it properly belongs.

For the University I propose a remodelling of the present course and the shortening of it by one year, conditional, however, upon the changes which I have outlined above.

2. Examinations.

In general let the examination evil be reduced throughout the whole system. Let us have more teaching and less examining, and this applies perhaps nowhere with more force than to the work being done in the Public Schools. Let the non-professional examinations for teachers be applied when they have completed their whole course of training, thus removing from the High Schools one of the greatest impediments to effective teaching.

3. The training of teachers.

This is a most essential matter. The most obvious reform under this head is the abolition of the County Model School. It has been and is a mere makeshift. Let the Normal Schools be developed along new lines, or rather let their old teaching function be restored. Make these schools thoroughly efficient by increasing and strengthening their teach-

ing staffs, and if necessary let new Normal Schools be established. Our Public Schools are below the proper standard of efficiency. There is one way and only one way of improving them, and that is by improving the teacher. How to eliminate the transient or "stepping-stone" teacher, and how to secure a body of mature, scholarly and earnest Public School teachers is one of the most serious problems of our educational future. I feel sure that what I propose would be a long step towards the solution of this problem, and would result in an immense improvement in our Public Schools, an improvement which nobody desires more earnestly than myself.

At the risk of unduly prolonging my remarks, I shall refer to one question more of university reform of quite special urgency, viz., financial reform. In my programme of reform under this head there are three items. The first is money, the second is money, and the third is more money. I do not need to refer to ways and means of economizing and administering what we have. Our cramped resources have left us little to learn in this respect: the great problem is how to increase our revenues.

The beginning of our necessities dates approximately from the passing of the Federation Act in 1887. Our total expenditure in 1887 was \$70,149; our expenditure last year was \$135,720.87. This sum includes scholarships, etc. (the proceeds of special gifts to the University), but does not include expenditure on the Medical Faculty. The increase has resulted in part from the additional requirements arising out of federation and in part from general expansion.

The passing of the Federation Act marked an epoch of hope in university finances: subsequent years have been years of disappointment. The financial problem was thought then to have been solved: it still awaits its solution. The increased necessities of the University were not unforeseen at the time of federation. I myself was requested in 1885 to prepare an estimate of the increased annual revenue requisite to properly finance the federation scheme. I reckoned the sum total at \$40,000 annually, to be immediately available. It was the intention of the government then in power to provide liberally for the University, and while absent in Germany in 1887, I was informed on high authority that at least \$30,000 would be forthcoming. This sum was to be the outcome of the transaction respecting the old Upper Canada College block. As you know, these expectations were never realized, and the scheme in question has resulted most disastrously to the University from a financial point of view. Meanwhile, we have been in financial straits, the stringency increasing year by year. Almost our only resource has been the increase of fees, undesirable in itself, and which has now reached its limit. The Government has been applied to more than once, and although a sum of \$7,000 annually has been granted in extinction of outstanding claims, no other assistance has been afforded. Last year we renewed our application without success.

Meantime a new factor in the case has arisen. A demand is put forward on behalf of Queen's University for Government aid, and even

priority of claim is asserted. Now let me say, that should the Government resolve to ignore the claims of its own child, the provincial University, and to provide for an adoptive child, it can be done on one of two grounds. Either the adoption must be complete, and the new member of the family must be subject to full parental control, or else money must be given into the hands of others, without such control, to be expended for its nurture and upbringing. In other words, Queen's University must either be provincialized, so that we shall have two provincial universities instead of one, or else the money of the people must be handed over to an independent corporation to be administered as it sees fit.

I can hardly think that the latter of these contingencies is possible, so repugnant is it to our political institutions, but if possible, and if carried into effect, the Government may well ask itself how it proposes to adjust the corresponding claims from various quarters which will inevitably be made. If on the other hand, it is proposed to provincialize Queen's University and the others whose claims will follow, we shall have two or three or more provincial universities instead of one. It is devoutly to be hoped that the Government and Legislature will not embark upon a policy so extravagant and so surely fatal to higher education. The resources of the province do not warrant it. A first-class university under modern conditions is an expensive affair, and Ontario is barely able to maintain one such institution, with due regard to efficiency, not to speak of several.

I am hopeful as regards the situation. The Government is fully seized of the question, and I think we may confidently look to the friends of the provincial University and to our 10,000 alumni not only to accelerate the day of our financial liberation by their influence and the dissemination of information regarding the great work we are doing, but also, if necessary, to guard the integrity of our provincial non-sectarian system of higher education from aggression from any quarter.

There is a point on which I wish, in conclusion, to make myself perfectly clear. The nature of my topic has led me to show you the dark side of the picture. I have been pointing out defects, and suggesting improvements. It has not been the purpose of my address to call attention to all that is good in our school and university system. And so I should like to say just here that I am not unmindful of the self-denying labours of our teachers in school and university. I do not belittle the results obtained. We have, in spite of the defects pointed out, been enabled to set up a standard of learning that is on the whole gratifying, and, in a country so new as Canada, even surprising. What I have said of university standards applies rather in general to the attainments of the ordinary Bachelor of Arts than to those of our best honour students, in the case of whom we have obtained results of which any country may be proud. But to be perfectly candid I must say that these good results have been obtained under adverse conditions, and I am hopeful that in process of time, with a better understanding of educational problems, and with improved finances, we may approach much more nearly to the ideal which we have set before us, and towards which we are striving.

