

# MINUTES

OF THE

TWENTY-SEVENTH ANNUAL CONVENTION

OF THE

## ONTARIO TEACHERS' ASSOCIATION,

HELD IN THE

PUBLIC HALL OF THE EDUCATION DEPARTMENT, TORONTO,

AUGUST 9th, 10th and 11th, 1887.



TORONTO:

HILL AND WEIR, PRINTERS, TEMPERANCE ST., TORONTO.

1887.

# UNIVERSITY OF TORONTO.

## MEDICAL FACULTY.

WINTER SESSION, 1887-8.

- WM. T. AIKINS, M.D., LL D., 282 Jarvis Street. Professor of Practical Surgery.  
H. H. WRIGHT, M.D., L.C.P. AND S., U.C., cor. Sherbourne and Gerrard Streets. Professor of Principles and Practice of Medicine.  
J. H. RICHARDSON, M.D., M.R.C.S. ENGLAND. 46 St. Joseph Street. Professor of Anatomy, (General and Surgical.)  
UZZIEL OGDEN, M.D., 18 Carlton Street. Professor of Gynaecology.  
JAMES THORBURN, M.D. EDIN. AND TORONTO UNIVERSITIES, cor. Wellington and York Streets. Professor of Pharmacology and Therapeutics,  
W. W. OGDEN, M.D., 70 Spadina Avenue. Professor of Medical Jurisprudence.  
M. H. AIKINS, B.A., M.B. M.R.C.S. ENGLAND, Burnhamthorpe. Professor of Primary Anatomy.  
W. OLDWRIGHT, M.A., M.D., cor. Carlton Street and Homewood Avenue. Professor of Sanitary Science, and Curator of Museum.  
L. MCFARLANE, M.B., 16 Gerrard Street East. Professor of Clinical Surgery.  
J. E. GRAHAM, M.D., L.R.C.P. LOND., 66 Gerrard Street East. Professor of Clinical Medicine and Medical Pathology. Lecturer on Dermatology.  
R. A. REEVE, B.A., M.D., 22 Shuter Street. Professor of Ophthalmology and Otology.  
A. H. WRIGHT, B.A., M.B., M.R.C.S. ENGLAND, 20 Gerrard Street East. Professor of Obstetrics.  
R. RAMSAY WRIGHT, M.A., St. George Street. Professor of General Biology and Physiology.  
W. H. PIKE, M.A., Ph.D., John St. Professor of Chemistry.  
W. H. ELLIS, M.A., M.B., St. Alban's Street. Professor of Applied Chemistry.  
JAMES LOUDON, M.A. Professor of Physics.  
I. H. CAMERON, M.B., cor. Gerrard and Sherbourne Streets. Professor of Principles of Surgery, and Surgical Pathology.

### Lecturers, Demonstrators, and Instructors:

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JOHN FERGUSON, B.A., M.B., L.F.P.S. GLASGOW, 321 Spadina Avenue. Demonstrator of Anatomy.  
THOS. MCKENZIE, B.A., M.B. Demonstrator of Practical Biology.  
G. H. BURNHAM, M.D., M.R.C.S. ENG., John St. Clinical Lecturer on Ophthalmology and Otology.  
GEO. R. McDONAGH, M.B., L.R.C.P. LONDON, 68 Gerrard Street East. Instructor in Laryngology and Rhinology.  
J. J. MACKENZIE, B.A. Demonstrator in Comparative Anatomy.  
W. J. L. UDON, B.A. Demonstrator of Practical Physics.  
O. K. AVISON, M.D., cor. Gifford and Carlton Sts. Demonstrator of Materia Medica and Pharmacy.  
JOHN CAVEN, B.A., M.D., L.R.C.P. LONDON, 238 Victoria Street. Demonstrator of Pathological Histology.  
H. WILBERFORCE AIKINS, B.A., M.B., M.R.C.S. ENG., Church Street. Assistant Demonstrator of Anatomy.  
GEO. PETERS, M.B., Yonge Street. Assistant Demonstrator of Anatomy.

Biology, Physiology, Normal Histology, and Chemistry will be taught in the mornings at the University class-rooms and laboratories. Anatomy, Practice of Medicine, Surgery, Obstetrics, Gynaecology, Materia Medica and Therapeutics, Medical Jurisprudence, Sanitary Science, Pathology, Ophthalmology and Otology, Laryngology and Rhinology will be taught in the building formerly occupied by the Toronto School of Medicine, on the corner of Gerrard and Sackville Streets.

ADAM H. WRIGHT, B.A., M.B.,

Secretary.

WM. T. AIKINS, M.D., LL.D.,  
Dean.

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Secretary*

F. C. I

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MINUTES  
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TWENTY-SEVENTH ANNUAL CONVENTION  
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ONTARIO TEACHERS' ASSOCIATION,

*Held in the Public Hall of the Education Department, Toronto, on Tuesday, Wednesday and Thursday, August 9th, 10th and 11th, 1887.*

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TUESDAY, Aug. 9th, 1887.

The Convention met at 11.25 a.m.

The President, Mr. H. I. Strang, in the chair.

Mr. Fotheringham read a portion of Scripture, and led the Convention in prayer.

On motion of Mr. R. W. Doan, seconded by Mr. A. McMurchy, Mr. A. Campbell was appointed Minute Secretary.

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

A communication from the Hon. the Minister of Education in reference to the Report of the Committee on the President's Address, regarding the average attendance in the Schools of the Province, was read by the Secretary. After a short discussion, it was moved by Mr. A. Campbell, seconded by Mr. J. Munro, That the communication from the Minister of Education be referred to a committee consisting of Mr. J. Dearness, Mr. R. Alexander, and Mr. A. McMurchy, with instructions to report at the afternoon session.—*Carried*

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

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

The President appointed Mr. C. Barnes, Mr. F. C. Powell and Mr. John Millar an Auditing Committee.

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

After the President announced the rooms appointed for the different Sections, and the order of business, the Convention adjourned.

#### AFTERNOON SESSION.

The Convention assembled at 2.15 p.m.

Mr. H. I. Strang in the chair.

The Minutes of the forenoon session were read by the Secretary and confirmed, on motion of Mr. Alexander, seconded by Mr. McMurchy.

The President then briefly addressed the Convention, thanking the members for the great honor conferred on him in electing him President.

Prof. H. E. Holt of Boston, was then introduced, and read a most valuable paper on "Music Teaching in Public Schools," followed by illustrations of his theory by vocal music with class in attendance.

Moved by Mr. R. W. Doan, seconded by Mr. James Duncan, that the thanks of the Association be tendered to Prof. Holt for his valuable paper—*Carried.*

Moved by Mr. Kirk, seconded by Mr. Hume, that Mr. Tagg be allowed to address the Convention—*Carried.*

Mr. Tagg then addressed the Convention, pointing out what he considered the superiority of the Tonic-sol-fa system.

The President then called on Mr. J. L. Hughes who read a very able paper on "The proper Aims and Scope of a Public School Education."

The Convention then adjourned.

#### TUESDAY—EVENING SESSION.

The Convention assembled at 7.45 p.m.

The President in the chair.

The Minutes of the afternoon session were read by the Secretary, and confirmed on motion of Mr. Knight, seconded by Mr. Duncan

Moved by Mr. S. McAllister, seconded by Mr. W. J. Osborne, That the thanks of the Association be tendered to Mr. Hughes for his able paper.—*Carried.*

The President, Mr. Strang then read the Annual Address.

The Secretary, being moved to the Chair, Mr. McAllister moved, seconded by Mr. J. Millar, That a hearty vote of thanks be given to the President for his excellent address.—*Carried.*

The President then introduced Dr. Ormiston of New York, who delivered an able and eloquent lecture on "The Relations and Rewards of the Teacher."

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Moved by Dr. Kelly, seconded by Mr. Brebner, and eloquently supported by the Hon. the Minister of Education, That a hearty vote of thanks be tendered Dr. Ormiston for his very excellent lecture.—*Carried.*

The Convention then adjourned.

#### WEDNESDAY—AFTERNOON SESSION.

The Convention was called to order at 2.15 p.m.

Mr. Brebner in the chair.

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

The Secretary then read the minutes of the last session, which were confirmed.

#### REPORT OF AUDIT COMMITTEE.

We beg to report that we have examined the books of the Treasurer of the Provincial Teachers' Association and compared them with the vouchers and find the same correct.

CHARLES A. BARNES,	} <i>Auditors.</i>
F. C. POWELL,	
JOHN MILLAR,	

On motion the Report was received and adopted.

Mr. J. A. Wismer gave notice of the following motion :—

Moved by J. A. Wismer, seconded by James Duncan, That in the opinion of the members of the Ontario Teachers' Association there should be one system only of teaching vocal music in the schools of the Province.

The President then introduced Miss S. E. Hughes of St. Louis, who gave a very interesting address on the "Kindergarten."

Moved by Mr. J. L. Hughes, seconded by Mr. Boyle, that the thanks of the Association be tendered to Miss Hughes for her valuable address.—*Carried.*

Mr. S. McAllister then read an able paper on "Improvement in the training of our Teachers for their Professional Work."

Moved by Mr. McIntosh, seconded by Mr. McMurphy, that the thanks of the Association be tendered Mr. McAllister for his able paper.—*Carried.*

The discussion which took place on the paper was taken part in by Messrs. McIntosh, Tamblin, Alexander, McKinnon, Embree, Millar, Sanderson and Steele.

Moved by Mr. Embree, seconded by Mr. Scarlett, That in the opinion of this Convention, no person should be a member of the

County Board of Examiners who is not engaged either in teaching or inspecting, or has not been so engaged within three years.—*Carried.*

Moved by Mr. John Millar, seconded by Mr. Alexander, That in the opinion of this Convention, the judgment of High School Masters should in some legal manner be taken into consideration regarding the moral character and fitness to become teachers of those who have under them received their non-professional training.—*Carried.*

The Committee to which the communication of the Hon. the Minister of Education was referred beg to report as follows :—

That in the opinion of the Committee the information respecting average attendance at the Public Schools asked for by this Association last year is of such importance as to justify the appointment of a committee to wait upon the Hon. the Minister of Education to set forth respectfully the advisability of publishing such information in his annual official reports.

Respectfully submitted

J. DEARNESS, *Chairman.*

Moved by Mr. Doan, seconded by Mr. Dearness, that the report be received and adopted.—*Carried.*

Moved by Mr. R. W. Doan, seconded by Mr. R. Alexander, that the following gentlemen be and are hereby appointed a Committee to collate the items in the Reports of delegates to this meeting :— Messrs. Dearness, Telford, and Millar, and report at to-morrow evening's meeting.—*Carried.*

Mr. Alexander gave notice that he would move the following resolution at the afternoon session to-morrow :—

That in the opinion of this Association the demand for such a change in the school law as will make it obligatory on teachers to give religious instruction in Schools is unreasonable; that it is expedient to leave the whole question of Bible reading and religious instruction, as the law has left it for many years, to the public opinion of each school district; and that until the clergy give the present system a fair trial by generally availing themselves of the opportunities afforded them by the present law of giving religious instruction to pupils in the Public Schools, any attempt on their part to agitate for a change should be discountenanced by all who desire to see our non-sectarian Educational system kept free from sectarian controversy.

The Convention then adjourned.

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## WEDNESDAY—EVENING SESSION.

The Convention was called to order at 7.45 p.m.

The President in the chair.

Minutes of former session were read and confirmed.

Moved by Mr. Fotheringham, seconded by Mr. Barnes, That a Committee consisting of Messrs. Alexander, Dearness, and McMurchy, be appointed to wait on the Hon. the Minister of Education in regard to Average Attendance as published in the Annual Reports.—*Carried.*

The President then introduced the Rev'd Dr. Sutherland who delivered an able and eloquent lecture on "The Religious Element in Education."

Moved by Mr. Merchant, seconded by Mr. D. J. McKinnon, That a hearty vote of thanks be given Dr. Sutherland for his very able lecture.—*Carried.*

A short discussion then took place on the leading thoughts embraced in the lecture, which was taken part in by Messrs. J. Millar, Merchant, McKinnon, Powell, Barber, Fotheringham, and Dearness.

Mr. McKinnon gave notice that he would move to-morrow, That the motion passed at the afternoon session respecting the disqualification from acting on County Boards of Examiners of all teachers who have retired from the active duties of the profession for three years or more be rescinded.

The Convention then adjourned.

## THURSDAY—AFTERNOON SESSION.

President Strang called the Convention to order at 2.15 p.m.

Inspector McKee read a portion of Scripture, and led the Convention in prayer.

The Minutes of former session were read and confirmed.

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

<i>President,</i>	- - -	J. H. SMITH, Ancaster,
<i>Recording Secretary,</i>	- - -	R. W. DOAN, Toronto,
<i>Corresponding Secretary,</i>	- - -	D. H. HUNTER, Woodstock,
<i>Treasurer,</i>	- - -	W. J. HENDRY, Mimico.

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

The President then introduced the Rev'd E. A. Stafford, B.A., who gave an excellent address on "The Teaching Profession."

A cordial vote of thanks was tendered the Rev'd Mr. Stafford on motion of Mr. Powell, seconded by Mr. Chapman.

The President gave a verbal report of an interview with the Hon. the Minister of Education in regard to the time of holding the meeting of the Provincial Association.

Moved by Mr. A. McMurchy, seconded by Mr. A. Millar, That the next meeting of this Association be held at Easter, beginning at 2 p.m. on Monday, and continue Tuesday and Wednesday.—*Lost*.

Moved in amendment by Mr. Duncan, seconded by Mr. C. McPherson, that until the law is changed the Ontario Teachers' Association be held during the summer holidays as heretofore.—*Lost*.

Moved in amendment to the amendment by Mr. J. Millar, seconded by Mr. Dawson, That the next meeting of this Association be held during the Christmas holidays.—*Lost*.

The Board of Directors beg to report that it has received a communication from the Northumberland Teachers' Association containing the following Resolution :

*Resolved*, That the attention of the Executive Committee of the Provincial Association be called to certain alleged errors and defects in the new Public School History, with the request that they bring the matter before the Minister of Education, with a view to the revising of the work making it more suitable for our schools, and that they respectfully refer it to this Association for its consideration.

Moved by Mr. R. W. Doan, seconded by Mr. Duncan, That the communication be received.—*Carried*.

Report of Committee on College of Preceptors.

Your Committee has heard from twenty-one Conventions since the Association met last. Two Conventions express no opinion, seven Conventions came to a conclusion adverse to the proposal, and twelve Conventions are favorable to the formation of the College of Preceptors.

It is known to your Committee that several Conventions postponed expressing an opinion on account of want of time to give due consideration to this important matter. In the interest of this question there has been earnest discussion during the year ; this is itself a gain, and we add that the publishing of the list of members now done for the first time is calculated to exert a beneficial influence on the union of teachers. Your committee beg to recommend to the special attention of the Association, the scheme for the College of Preceptors, as agreed upon at the meeting of Professors, masters and teachers, which was held in January last in the Canadian Institute building of this City, as containing the germ of the Constitution for the College of Preceptors, That the Committee be continued with power to add to their numbers, and be instructed to mature the scheme and report to next Convention.

Respectfully submitted,

A. MACMURCHY,  
*Chairman, pro tem.*

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Moved by Mr. MacMurchy, seconded by Mr. Fotheringham, That the report of this Committee on College of Preceptors be received and adopted.—*Carried.*

Moved in amendment by Mr. D. C. McHenry, seconded by Mr. J. Duncan, That the Report of the Committee on College of Preceptors be received, and the Committee be discharged with the thanks of the Association, for their efforts in thus collecting information for the Association.—*Lost.*

Moved by Mr. Fotheringham, seconded by Mr. McKinnon, That the publication of fly-sheets containing the basis of constitution adopted last Jany., for the proposed College of Preceptors be referred to the Executive Committee for such action as they deem suitable.—*Carried.*

Moved by Mr. McAllister, seconded by Mr. Embree, That Messrs. Fotheringham, McKinnon, McHenry, Powell, and the mover and seconder be a Committee, to take into consideration the professional training of teachers, and to report on the same at the next annual meeting.—*Carried.*

Mr. Houston presented the following report of the Committee on Spelling Reform :—

*To the President and Members of the Ontario Teachers' Association.*

GENTLEMEN: Your Committee, appointed at the last meeting of this Association "with instructions to ascertain and report what steps have been taken by Governments, Universities, Colleges, Teachers' Associations, and Learned Societies to secure the general introduction of a simpler and more phonetic system of spelling English words than the one at present in use," have the honor to submit the following report:

The information given about the history of the spelling reform movement has been obtained directly by correspondence from officers of the American Spelling Reform Association, of the American Philological Association, and of the Philological Society of England. The thanks of the Committee are especially due to Mr. Melvil Dewey, the Librarian of Columbia College, New York. He is Secretary of the Spelling Reform Association, and in that capacity he has done all he could to facilitate the collection of authentic information.

The anomalous character of English spelling is due primarily and chiefly to the defective character of the English alphabet, and hardly less to a capricious manner of using certain letters and combinations of letters. In order to make spelling perfectly correct, that is perfectly phonetic, it would be necessary to devise a perfect alphabet, but our spelling might be greatly improved by a more consistent use of the one we have. Both of these objects have been kept in view by spelling reformers, of whom there have been many since the author of the *Ormulum*, in the reign of King John, gave directions for the guidance of those who should undertake to copy his text. Anglo-Saxon spelling was almost perfectly phonetic, and old English

through all the stages of its development retained this characteristic to a greater extent than modern English has done. In one of the publications of the Philological Society of England it is stated that though "Etymological spellings of French became common in England about the time of Caxton," nevertheless "English spelling continued to be in principle, mainly phonetic up to the seventeenth century." And Professor Skeat says in the "Introduction" to his "Specimens of English Literature from A.D. 1394 to A.D. 1579":

"It is a common error to look upon the spelling of Old English as utterly lawless, and unworthy of notice. Because it is not *uniform*, the conclusion is at once rushed to that it cannot be of much service. No mistake could well be worse. It is frequently far better than our modern spelling, and helps to show how badly we spell now, in spite of the *uniformity* introduced by printers for the sake of convenience. Old English spelling was conducted on an intelligible principle, whereas our modern spelling exhibits no principle at all; but merely illustrates the inconvenience of separating symbols from sounds. The intelligible principle of Old English spelling is that it was intended to be *phonetic*. Bound by no particular laws, each scribe did the best he could to represent the sounds he heard, and the notion of putting in letters that were not sounded was (except in the case of final *e*) almost unknown. The very variations are of value, because they help to render more clear in each case what the sound was which the scribes were attempting to represent. But to bear in mind that the spelling was *phonetic* is to hold the clue to it."

By means of the variations referred to, Mr. A. J. Ellis, Mr. Sweet and other phonologists have been enabled to exhibit, with an approximation to correctness, the manner in which English words were pronounced in the time of Chaucer and even earlier. It will not be possible for the phonologists of the future to enlighten their contemporaries in the same way with respect to the manner in which English words are pronounced in the Victorian age, for it is strictly and literally true that no man can pronounce with certainty a word he has never heard, or spell with certainty a word he has never seen. With us spelling has been largely divorced from pronunciation, and all the philologists agree in attributing this much to be regretted separation to the invention of printing, which has crystallized our spelling, while our pronunciation is left subject to the modifying influences of time and place.

The defects in English spelling have been the subject of spasmodic attempts at reform for many generations, but not till within the past few years has any systematic, sustained, and widespread effort been made to bring English spelling into harmony with English pronunciation, in other words, to make English spelling more phonetic, or rather to restore to it its old phonetic character. Benjamin Franklin brought to bear upon the problem his great intellect and strong common sense, but his time was too much occupied with the duties of statemanship, and meanwhile his contemporary Samuel Johnson, was laboring successfully to fix and perpetuate bad orthographical forms. Noah Webster attempted in his dictionary to banish some anomalies, but he was uncritical in his knowledge, and scholars declined to follow his guidance while

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very few of his suggestions commended themselves to the masses even in America.

The modern spelling reform movement really began with the labors of Mr. A. \*J. Ellis, who is still facile *princeps* amongst English phonologists, and of Mr. Isaac Pitman, the well-known inventor of a phonographic short-hand alphabet which in a more or less modified form is used by nearly all stenographic writers of the English language. Each of these men constructed an enlarged and improved English alphabet, and their example has been followed by dozens of other phonologists, the latest being the one used to indicate the pronunciation of words in the "New English Dictionary" now in process of production under the editorship of Dr. J. A. H. Murray, and the auspices of the Philological Society of England. For many years the labors of Mr. Pitman as a practical philanthropist, and of Mr. Ellis as a scholarly phonologist did apparently very little to promote the cause of spelling reform. The philologists objected on etymological grounds to proposed changes in the forms of words, but at last the Philological Society was induced in 1869 to investigate the matter. Eminent scholars, like Professors Max-Mueller, Skeat, and Sayce, Mr. Sweet, Dr. Morris, Dr. Earle, Dr. Murray, and Dr. Angus, warmly espoused the cause. Committees were appointed from time to time with instructions to prepare schemes, only to find them declined alike by the society and the public. Meanwhile the question of spelling reform was taken up seriously and enthusiastically in the United States, and encouraged by the success of the American philologists, the Philological Society in 1880 resumed consideration of the subject, and in the following year published a pamphlet entitled "Partial Corrections of English spellings approved of by the Philological Society." This little treatise is a most valuable contribution to the literature of spelling reform, as it deals not merely with the general scientific principles on which reform should proceed, but gives a detailed phonological and etymological account of the proposed changes, and adds a list of about 300 special words, the improved forms of which are recommended for immediate introduction.

The American Philological Association took up the question of spelling reform in 1874, and in the following year a committee was appointed with instructions to report on the whole subject, and to prepare and print for general circulation a list of words "in which the spelling might be changed by dropping silent letters and otherwise, so as to make them better conform to the analogies of the language and draw them nearer to our sister languages and to a general alphabet, and yet leave them recognizable by common readers." The report presented by this Committee in 1876, is so complete a statement of the case for spelling reform and is at the same time so brief, that it seems expedient to quote it in its entirety :

1. The true and sole office of alphabetic writing is faithfully and intelligibly to represent spoken speech. So-called "historical" orthography is only a concession to the weakness of prejudice.

2. The ideal of an alphabet is that every sound should have its own unvarying sign, and every sign its own unvarying sound.

3. An alphabet intended for use by a vast community need not attempt an exhaustive analysis of the elements of utterance, and a representation of the nicest varieties of articulation; it may well leave room for the unavoidable play of individual and local pronunciation.

4. An ideal alphabet would seek to adopt for its characters forms which should suggest the sound signified, and of which the resemblances should in some measure represent the similarities of the sounds. But for general practical use there is no advantage in a system which aims to depict in detail the physical processes of utterance.

5. No language has ever had, or is likely to have, a perfect alphabet; and in changing and amending the mode of writing of a language already long written, regard must necessarily be had to what is practically possible quite as much as to what is inherently desirable.

6. To prepare the way for such a change, the first step is to break down, by the combined influence of enlightened scholars and of practical educators, the immense and stubborn prejudice which regards the established modes of spelling almost as constituting the language, as having a sacred character, as in themselves preferable to others. All agitation and all definite proposals of reform are to be welcomed so far as they work in this direction.

7. An altered orthography will be unavoidably offensive to those who are first called upon to use it; but any sensible and consistent new system will rapidly win the hearty preference of the mass of writers.

8. The Roman alphabet is so widely and firmly established in use among the leading civilized nations that it cannot be displaced; in adapting it to improved use for English, the efforts of scholars should be directed towards its use with uniformity and in conformity with other nations.

This statement of principles was unanimously adopted by the Association, and the Committee was reappointed for the purpose of framing a detailed scheme. In 1877 it recommended the adoption of a certain scale of phonetic values for vowels and the addition of a number of new letters to make the alphabet more perfect. These recommendations were adopted, and in 1878 the following eleven words were approved of by the Association for immediate use: *Ar, catalog, definit, gard, giv, hav, infinit, liv, tho, thru, wishit*. The next step was to recommend the observance of five rules, the general application of which would at once rid our spelling of a large number of anomalies and by accustoming readers to new forms pave the way for more extensive changes. These rules are:

1. Omit *a* from the digraph, *ea* when pronounced as *e* short, as in *head, health*, etc.
2. Omit silent final *e* after a short vowel in the same syllable, as in *have, give, infinite, definite*, etc.
3. Write *f* for *ph* in such words as *alphabet, phantom*, etc.
4. When a word ends with a double letter, omit the last letter, as in *shall, cliff, egg*, etc.
5. Change *ed* final to *t* where it has the sound of *t*, as in *lashea, impressed*, etc.

In 1881, the American Philological Association, encouraged by the radical action of the Philological Society of England above referred to, formally approved of the general principles laid down by the latter, and drew up in accordance with them and with its own previously affirmed principles, the following 24 new rules for guidance in the improvement of English spelling without making any change in the English alphabet:



## JOINT RULES FOR AMENDED SPELLINGS.

1. e.—Drop silent *e* when fonetically useless, as in *live, vineyard, believe, bronze, single, engine, granite, rained*, etc.
2. ea.—Drop *a* from *ea* having the sound of *e*, as in *feather, leather, jealous*, etc.  
Drop *e* from *ea* having the sound of *a*, as in *heart, hearken*, etc.
3. eau.—For *beauty* use the old *beuty*.
4. eo.—Drop *o* from *eo* having the sound of *e*, as in *jeopardy, leopard*.
5. i.—Drop *i* from *parliament*.  
For *yeoman*, write *yoman*.
6. o.—For *o* having the sound of *u* in *but* write *u* in *above* (abuv), *dosen, some* (sum), *tongue* (tung), and the like.  
For *women* restore *wimen*.
7. ou.—Drop *o* from *ou* having the sound of *u*, as in *journal, nourish, trouble, rough* (ruf), *tough* (tuf), and the like.
8. u.—Drop silent *u* after *g* before *a*, and in native English words, as *guarantee, guard, guess, guest, guild, guilt*, etc.
9. ue.—Drop final *ue* in *apologue, catalogue*, etc.; *demagogue, pedagogue*, etc.; *league, colleague, harangue, tongue* (tung), etc.
10. y.—Spel *rhyme rime*.
11.     Dubl consonants may be simplified:  
Final *b, d, g, n, r, t, f, l, z*, as in *ebb, add, egg, inn, purr, butt, bailiff, dull, buzz* etc. (not *all, hall*).  
Medial before another consonant, as *battle, ripple, written* (writn), etc.  
Initial unaccented prefixes, and other unaccented syllables, as in *abbreviate, accuse, affair*, etc., *curvetting, traveller*, etc.
12. b.—Drop silent *b* in *bomb, crumb, debt, doubt, dumb, lamb, limb, numb, plumb, subtle, succumb, thumb*.
13. c.—Change *c* back to *s* in *cinder, expence, fierce, hence, once, pence, scarce, since, source, thence, tierce, whence*.
14. ch.—Drop the *h* of *ch* in *chamomile, cholera, melancholy, school, stomach*.  
Change to *k* in *ache* (ake), *anchor* (anker).
15. d.—Change *d* and *ed* final to *t* when so pronounced, as in *crossed* (crost), *looked* (lookt), etc., unless the *e* affects the preceding sound, as in *chafed, chanced*.
16. g.—Drop *g* in *feign, foreign, sovereign*.
17. gh.—Drop *h* in *aghast, burgh, ghost*.  
Drop *gh* in *haughty, though* (tho), *through* (thru).  
Change *gh* to *f* where it has that sound, as in *cough, enough, laughter, tough*, etc.

18. l.—Drop *l* in *could*.  
 19. p.—Drop *p* in *receipt*.  
 20. s.—Drop *s* in *aisle, demesne, island*.  
 Change *s* to *z* in distinctiv words, as in *abuse* verb, *house* verb, *rise* verb, etc.  
 21. sc.—Drop *c* in *scent, scythe* (sithe).  
 22. tch.—Drop *t*, as in *catch, pitch, witch*, etc.  
 23. w.—Drop *w* in *whole*.  
 24. ph.—Write *f* for *ph*, as in *philosophy, sphere*, etc.

During 1882 and 1883 communications passed between the American Philological Association and the Philological Society of England with a view to the promulgation of a joint recommendation. The final result was the adoption by the English Society of the 24 rules, which were published in 1883 in both countries with the joint endorsement of these two learned bodies. Since that time they have taken no further action, the work of propagandism being left to other agencies. Their task was a scientific one, and the standing of the eminent scholars who spent at it most of their time for ten years is an ample guarantee of the reasonableness of the changes they propose. These changes have been accepted by scholars with singular unanimity. All the leading philologists on both sides of the Atlantic—including Max-Mueller, Sayce, Skeat, Sweet, Ellis, Murray, Morris, Angus, Morrell, and others in England; and Whitney, Child, Haldeman, March, Lounsbury, Harrison, Sharp, Carpenter, Corson, Scott and others in the United States—have either taken part in the work of elaborating the new rules or expressed their unqualified approval of them. The once formidable philological objection to 'spelling reform' is now rarely heard, and is put forward only by those who are sarcastically described by Mr. Sweet as "half trained dabblers in etymology."

So far as scientific and scholarly endorsement is concerned the action of the two philological societies leaves nothing to be desired, but the work of overcoming official prejudice and popular *vis inertia* has not yet been accomplished. The most important agencies at work to secure the general and official acceptance of the 24 rules are the English and American spelling Reform Associations. The former has succeeded in arousing a great deal of interest in the subject amongst teachers, and many of the Government inspectors in England favor a relaxation of the standard in the matter of spelling. Efforts have been made to secure the permission of the educational authorities, but as yet without success. The late Sir Charles Reed, who was from 1870 to 1883, Chairman of the London School Board, earnestly promoted the movement, but since his death no one seems to have taken his place in this respect.

The American Spelling Reform Association was organized at Philadelphia in 1875, and it has met yearly or oftener ever since. Like the English Association it includes in its membership nearly all the

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great writers as well as great scholars of the country, and it has done much in the way of influencing public opinion. Branches of this association have been established in different parts of the United States and there are at work many other local propagandist agencies which cannot be described or even specified within the limits of this report. During its existence the American Spelling Reform Association has published its proceedings in occasional bulletins—22 in all—but it is now proposed to issue a regular magazine entitled "Spelling," the first number of which appeared in May of this year, and which is issued to subscribers at the rate of one dollar a year. It is needless to say that it will contain many things about the English language of interest to teachers apart altogether from the question of spelling reform.

From a circular of information on the subject issued by the United States Bureau of Education in 1880, it appears that previous to the date of its issue the changes in spelling proposed by the American Philological Association were formally endorsed by a number of Teachers' Associations in different parts of the United States. The Pennsylvania and New Jersey State Associations unanimately approved of the action of the Philological Association in 1875. In 1877, the New York State Association appointed a committee to ask the Legislature of the State to create a commission to inquire into the reform, and report how far it may be desirable to adopt amended spelling in the public documents and direct its use in the Public Schools. The Ohio State Association in the same year took action in favor of the reform. In 1878 the United States Congress was memorialized to appoint a Commission to examine and report how far such a reform is desirable, and what amendments in orthography, if any, may be wisely introduced into the public documents and the schools of the District of Columbia, and accepted in examinations for the civil service, and whether it is expedient to move the Government of Great Britain to unite in constituting a joint committee to consider such amendments." Among the Memorialists were nearly all the leading philological scholars in the United States, the presidents and professors of many colleges and universities, prominent teachers, and men eminent in other walks of life. The memorial was formally endorsed by the American Institute of Instruction, at which 10,000 teachers were present. In the same year approval of the movement was expressed by the State Associations of Massachusetts, Illinois, Iowa, Michigan, Indiana, Wisconsin, Missouri, Maryland, and Virginia, not to speak of county institutes, school boards, and other local bodies. In accordance with the project of this memorial a bill was introduced into the House of Representatives, but it has never yet been passed, and no such commission as that contemplated has yet been created.

The state legislatures of Connecticut, Pennsylvania, Wisconsin, Iowa, and Massachusetts have had the subject before them, but no

definite action has been taken by any one of them, owing to the general desire to secure concurrent action.

All of which is respectfully submitted,

J. L. HUGHES, *Chairman.*

WM. HOUSTON, M.A., *Secretary.*

GEO. DICKSON, M.A.,

A. CAMPBELL,

H. I. STRANG, M.A.,

R. ALEXANDER,

W. J. HENDRY.

The report was received, and the Committee was re-appointed with instructions to prepare a summary of the Phonological and Etymological reasonings on which the recommendations of the Philological Society of England and of the American Philological Association are based, and to present it at next meeting of the Association.

Mr. Alexander, reported,

That the Committee appointed to confer with the Minister of Education in reference to reporting the number of pupils between 7 and 15 years of age attending our schools, and that the Minister promised to give the matter his careful consideration.

The report was received.

The resolution regarding Religious Instruction of which notice was given at previous session was moved by Mr. Alexander, seconded by Mr. Dearness.—*Carried.*

Moved by Mr. Embree, seconded by Mr. McKinnon, That while this Association approves of allowing optional questions upon the Entrance and other Departmental Examinations, it is of the opinion that no candidate should be permitted to attempt questions to the value of more than the maximum number of marks allowed to the respective subjects.—*Carried.*

Notice of motion, by Mr. McHenry, seconded by Mr. Embree, That the rule which now applies to the election of officers of this Association be so changed that the election shall take place in open session, by open nomination, and voting by ballot, instead of through the Executive as at present.

Moved by Mr. MacMurchy, and seconded by Mr. Dearness, That Messrs. Strang and MacMurchy be a committee to prepare a proper notice of the death of Dr. Tassie, and Mr. McBride.—*Carried.*

Moved by Mr. Colles, seconded by Mr. S. McAllister, That this Association desires to place on record our heartfelt thanks at the event of Her Most Gracious Majesty Queen Victoria having reached her jubilee year, and our gratitude to Almighty God for having vouchsafed to us this blessing, and also to express the hope that we may long enjoy the privilege of calling ourselves the subjects of Britain's present beloved and illustrious Sovereign.—*Carried.*

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

After singing the National Anthem the Convention adjourned.

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### MINUTES OF PUBLIC SCHOOL SECTION.

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AUGUST 9th, 1887.

The first meeting of the Public School Section of the Ontario Teachers' Association was held in the "Egyptian Room," Education Department, beginning at 11.50 a.m.

The Section was called to order by the Chairman, Mr. R. Coates, Burlington.

About forty teachers were present.

The Minutes of the last Annual Meeting, as read and circulated, were, on motion of Mr. Jas. Duncan, seconded by Mr. G. W. Holman, considered as read and adopted.

It was decided that the subjects should be taken up in the order in which they appear in the printed programmes, also that Mr. R. Lewis or Mr. John Campbell should be regarded as convener of the committee on Public School Studies &c.

On motion of Mr. W. J. Osborne, seconded by Mr. J. Duncan, the meeting adjourned until Wednesday at 9 a.m.

### SECOND DAY.

AUGUST 10th, 1887.

The Section met in the "Egyptian Room," Education Department, at 9 a.m.

Mr. R. Coates occupied the chair.

About sixty teachers were present.

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

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

Mr. J. A. Hill, Dundas, was introduced and read a paper on "The Teacher as a Factor in Moulding Character."

On motion of Mr. A. Barber, seconded by Mr. T. O. Steele, a hearty vote of thanks was tendered Mr. Hill for his practical as well as theoretical address.

Mr. W. J. Osborne expressed his approval of the sentiments contained in the paper.

Mr. Jno. Munro, Ottawa, brought before the notice of the Section the new Public School Grammar, and referred to points in the book which he regarded as errors.

On motion of Mr. A. Barber, seconded by Mr. W. S. Howell, the Chairman was requested to name a committee to examine the new Public School Grammar and to report thereon at a subsequent meeting of the Section.

In compliance with the previous motion the Chairman appointed as a committee Messrs. Munro, Wark, Vanslyke, Suddaby and Duncan, to report on Thursday.

Mr. S. B. Sinclair, Hamilton, then read a very interesting and suggestive paper on the "The Blending of Kindergarten with Public School Work."

A profitable and prolonged discussion followed in which Messrs. Barber, Alexander, Falconer, McLaughlin and Wismer took part.

On motion of Mr. J. Suddaby, seconded by Mr. J. A. Wismer, a cordial vote of thanks was given Mr. Sinclair for his able effort.

Mr. H. Gray moved, seconded by Mr. G. W. Holman, that the discussion on this subject do now conclude, and that the next subject on the programme be taken up.—*Carried.*

As three members of the committee on Public School Studies &c., were absent no report was presented.

On motion of Mr. Alexander, seconded by Mr. Suddaby, the Committee on Public School Studies &c., was re-appointed, to report at the next Annual Meeting.

Mr. G. W. Holman gave notice that he would move at the session on Thursday a resolution referring to increased legislative grants to Public Schools, and to the distribution of the same.

On motion the meeting adjourned till Thursday at 9 a.m.

### THIRD DAY.

AUGUST 11th, 1887.

The Section met in the "Egyptian Room," Education Department, at 9.15 a.m., Mr. R. Coates presiding.

Mr. A. McPherson, Galt, opened the meeting with devotional exercises.

About fifty teachers were in attendance.

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

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A copy of the new School Regulations was placed on the table for the consideration of the Section.

Mr. R. Alexander moved, seconded by Mr. J. Bowerman, that this Section consider the Regulations as far as they affect Public Schools.—*Carried.*

Moved in amendment by Mr. A. Embury, seconded by Mr. G. W. Holman, that a committee be appointed to consist of the mover, Messrs. Barber and Alexander, to report by 11.30 a. m. on the recent changes in the School Regulations.—*Lost.*

Mr. S. McAllister moved in amendment to the amendment, seconded by Mr. F. C. Powell, that the Section proceed to the next order of business.—*Lost.*

Moved by Mr. S. McAllister, seconded by Mr. J. Duncan, That the names of the mover and seconder—Messrs. Alexander and Suddaby—of the resolution passed yesterday re-appointing the committee on Public School Studies &c., be added to the committee.—*Carried.*

The School Regulations were then considered.

Mr. W. F. Moore moved, seconded by Mr. S. B. Sinclair, That the clause in the new School Regulations referring to Annual High School Entrance Examinations be approved of.—*Carried.*—Yeas 20, nays 19.

Moved in amendment by Mr. H. Gray, seconded by Mr. S. Huff, That the new School Regulations be amended by striking out the word "annual" and inserting the word "semi-annual."—*Lost.*—Yeas 17, nays 19.

Moved by Mr. W. J. Osborne, seconded by Mr. W. S. Howell, That the High School Entrance Examination be held during the first week in April.—*Lost.*

Moved by Mr. R. Sanderson, seconded by Mr. A. McPherson, That the Public School Section request the General Committee to have the essay read before this Section by Mr. Sinclair on the subject, "The Blending of The Kindergarten with Public School Work," printed in the general report of this Association.—*Carried.*

Moved by Mr. S. McAllister, seconded by Mr. F. C. Powell, That the Public School Section approves of the changes made in the Normal School curriculum in confining the work more closely to professional training.—*Carried.*

Moved by Mr. S. Huff, seconded by Mr. S. B. Sinclair, That the time-table for the First Class A and B examination be arranged so that the examination can be taken in each department in one week.—*Carried.*

Moved by Mr. A. Barber, seconded by Mr. F. C. Powell, That a committee be appointed consisting of, Messrs. Doan, McAllister, Alexander, Sinclair and the mover to take into consideration the equivalents for those who are asking to rank as certificated teachers

as First A. B and C. and also to secure a fair equivalent for those who are seeking to rank as graduates of the various universities.

Moved in amendment by Mr. S. Huff, seconded by Mr. R. Sanderson, That the committee consist of Messrs. Embury, Sinclair, McLaughlin, Gray and the mover.

Moved by Mr. W. S. Howell, seconded by Mr. S. A. Gardner, that the two proposed committees be one committee.—*Carried.*

Moved by Mr. G. W. Holman, seconded by Mr. A. Embury, I. That considering the important fact that a great majority of the children of this Province depend entirely on a Public School Education, and that the education received at these schools forms the sole basis of after training, it is the opinion of this Section of the Ontario Teachers' Association that the Public Schools do not receive the government patronage to which their importance entitles them, and that we respectfully solicit increased Legislative aid for these Public Schools.

II. That the present method of distributing the grant is unsatisfactory, and that the distribution should be based not only upon the average attendance but upon the equipment of the Schools.

III. That a copy of these resolutions be forwarded to the Minister of Education forthwith.

Moved in amendment by Mr. W. S. Howell, seconded by Mr. W. J. Osborne, That in the opinion of the Public School Section of the Ontario Teachers' Association, the Legislative Grant to Public Schools should be increased, and that the mode of distribution, and the use of the grant should be changed so as to stimulate the efforts of Public School trustees in rural sections to secure more regularity of attendance and a more adequate supply of school requisites.

Moved as an amendment to the amendment by Mr. F. C. Powell, seconded by Mr. J. Bowerman, That the mover and the seconder of the original motion and also of the amendment form a committee to report on the question after the adjournment of the General Association this afternoon—*Carried.*

The following officers were then elected for the ensuing year:—

*Chairman*—A. BARBER, Cobourg.

*Secretary*—J. A. BROWN, Whitby.

*Directors* } F. C. POWELL, Kincardine.  
 } J. MUNRO, Ottawa.  
 } H. GRAY, Milton.  
 } S. MCALLISTER, Toronto.  
 } H. J. STRANG, Goderich.

*Legislative* } J. T. SLATER, Toronto.  
*Committee* } R. W. DOAN, "  
 } S. MCALLISTER, "

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Moved by Mr. H. Gray, seconded by Mr. A. Embury (I) That the Public School Section of the Ontario Teachers' Association takes this opportunity to express its disapproval of the course of certain members of the Ministerial Profession in continually misrepresenting the standing of the Public Schools of this Province in regard to moral training, and that we hereby assure the public generally that we know that moral training in our schools is in a higher state of efficiency now than in previous years, and that continual progress is being made in that direction.

II. That the Ministers be requested to improve their privileges in regard to giving religious instruction in Public Schools.

III. That these resolutions be brought before the General Association.—*Carried.*

On motion the Section adjourned to meet at the close of the session of the General Association in the afternoon, to receive the reports of the various committees.

Pursuant to adjournment the Section met in the usual place at 5.30 p.m., Mr. R. Coates presiding.

The committee on the question of increased Legislative Grants to Public Schools reported as follows, which on motion of Mr. G. W. Holman, seconded by Mr. W. S. Howell, was received and adopted :—

I. Whereas a great majority of the children of this Province depend entirely upon a Public School education, and that the education received in Public Schools forms the basis of after training, and whereas a comparison of High and Public School statistics shows in 1885 the Legislative Grant to the former to be \$10.50 per pupil, and to the latter \$1.17 per pupil (See pp. 13, 18, 36 and 37, Report of Minister of Education, 1886); also that the grant to High Schools was 20 $\frac{3}{4}$ % of the total expenditure, and to Public Schools not quite 8%, it is the opinion of the Public School Section of this Association that the Public Schools do not receive the share of Legislative aid to which their importance entitles them.

II. That the Honorable the Minister of Education be requested to secure an increased Legislative Grant to the Public Schools; that the mode of distribution among the Public Schools in each municipality be so amended that it shall be apportioned upon the basis of average attendance of only those pupils who shall have attended the full 100 days per annum; that the necessary equipment of each school have a first claim upon the grant to that school, upon the written order of the Inspector.

The Secretary was instructed to forward a copy of the report to the Honorable the Minister of Education.

Mr. J. Munro reported on behalf of the committee appointed to examine the new Public School Grammar that owing to lack of time no decision had been arrived at.

The committee on "Equivalents for First Class Teachers" reported progress and asked permission to continue their work, recommending, however, that all candidates should take the examination for First B before taking that for First A.

Moved by Mr. G. W. Holman, seconded by Mr. C. S. Falconer, that it is a matter for regret that the order of business of this Section has been so badly broken in upon during this session as to prevent the reading of three valuable papers prepared by Messrs. Osborne, Coates and Barber, and that the thanks of this Section be tendered to these gentlemen for their manifest willingness to carry out the programme, also that they be requested to favor this Section with their papers at the next meeting.—*Carried.*

On motion the meeting adjourned.

J. A. BROWN,  
*Secretary*

R. COATES,  
*Chairman.*

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#### HIGH SCHOOL MASTERS' SECTION.

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Aug. 9th, 1887

The Section was called to order at 11 o'clock; in the absence of the Chairman, Mr. Geo. Dickson, Mr. Jno. Millar, of St. Thomas, was called to the chair.

A communication was read from the Secretary Mr. J. E. Wetherell, stating that he would be unable to be present.

On motion of Mr. D. H. Hunter, Dr. I. J. Birchard was appointed Secretary.

At the request of the Section, the Chairman read a series of resolutions proposing increased Legislative aid to High Schools, as follows:—

The High School Masters' Section of the Ontario Teachers' Association desires to urge upon the attention of the Minister of Education, the justice and necessity of promoting such legislation as will secure largely increased financial aid to the High Schools and Collegiate Institutes, and would respectfully submit for his consideration the following facts:—

1. The number of masters has increased from 252 in 1873 to 365 in 1885; the number of pupils from 8,437 to 14,250; the number of students matriculating in the various universities from 94 to 290; the number of students entering the professions from 290 to 639, and the number in the higher branches of study has about doubled.

2. In Collegiate increase Schools for During t \$165,358 \$429,761

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2. In 1873 the Legislative grant to the High Schools and Collegiate Institutes was \$77,126. In 1885 it was only \$86,169, an increase barely sufficient to meet the demands of the new High Schools formed and the Schools erected into Collegiate Institutes. During the same time the amount paid in salaries increased from \$165,358 to \$294,077 and the total expenditure from \$234,215 to \$429,761.

3. In 1873 only 164 candidates obtained second class certificates, and the Normal School was the only institution expected to do the work of preparing teachers for provincial certificates. Last year 764 passed for second class, and 1312 for third class, and the work of preparing these candidates was almost all done by the High Schools. The Normal Schools no longer do the work of preparing candidates for the second-class non-professional examinations and even the work of preparing first-class teachers is now almost exclusively left to the High Schools. This has saved the Province a heavy outlay as formerly contemplated for the building of additional Normal Schools as well as further large annual sums for their maintenance. In the meantime the legislative appropriation has not been increased, and the government grants to the High Schools under the present mode of distribution have, in many cases, diminished; an extensive course of study has been prescribed; Boards have incurred heavy expenditures for libraries, apparatus, gymnasiums, &c. Additions to the staffs have been made and the cost to be met from local sources has been largely increased.

4. The number of pupils attending from the rural districts has largely increased, and the work done for the townships adjacent to High Schools is much greater than in former years. County Councils are only obliged to contribute to the support of High Schools an amount equivalent to the government grant, and where no further sums are given, a very heavy burden falls upon the municipalities in which the High Schools are situated. This is especially the case where the number of pupils from the surrounding country is large as compared with the number from the town where the High School is situated.

5. The position of High Schools or Collegiate Institutes situated in cities or towns separated from counties is in most cases a very unsatisfactory one. These institutions are to all intents and purposes county schools. They do similar work to that of other schools and the districts adjacent to them are dependent upon them for High School purposes. The provisions of the present law do not meet the difficulty and are practically inoperative and as a result such High Schools and Collegiate Institutes are placed at a great disadvantage.

Mr. McHenry then took the chair, upon which Mr. Millar moved the reception of the resolutions seconded by Mr. Embree. The following Committee was then appointed to wait upon the Minister of Education and bring the matter before him. The Committee was

Mr. Millar of St. Thomas; Mr. Strang, Goderich; Mr. McHenry, Cobourg; Mr. Tamblin, Bowmanville; Mr. McGregor, Almonte; Mr. Henderson, St. Catharines; Mr. Merchant, Owen Sound; Mr. MacMillan, Ottawa; Mr. Christie, Chatham; Mr. Embree, Whitby; Mr. Hunter, Woodstock; Dr. Purslow, Port Hope; Mr. Long, Peterboro; Mr. Fessenden, Napanee; Mr. Dobson, Picton.

Moved by Mr. Dobson, seconded by Mr. Millar that a copy of the above resolutions be submitted to the Provincial Trustees' Association, with a view to their co-operation, and that the resolutions be given in charge of Mr. Embree for that purpose.— *Carried.*

Mr. Millar then resumed the chair.

The Secretary was requested to arrange with the Minister of Education for an interview with the Committee.

Moved by L. E. Embree, seconded by W. W. Tamblin, that a committee be appointed to take into consideration the proposed new Regulations and report to this Section.— *Carried.*

Names of Committee, Mr McHenry, Mr. Millar, Mr. Hunter, Mr. Fessenden, Mr. Dobson, Mr. Embree.

AUGUST 10th.

The Section was called to order at 9.15 by the Chairman, Mr. Millar.

Minutes of previous meeting read and confirmed.

The attention of the Section was called to the fact that the first meeting should not have been held till after the organization of the general association.

At the request of several members the resolutions referred to in the minutes were read a second time.

The Secretary having reported that the Minister of Education would meet with the Section at whatever time might be most convenient, the hour of 11 o'clock was named for that purpose.

The Chairman then called upon Mr. Robert Dobson who read a paper on "The Relation of Teachers to Trustees." This was followed by discussion in which Messrs. Embree, Millar (Vienna), McMurchy, Hunter and Steele, took part.

At the appointed time. 11 o'clock, the Hon. G. W. Ross Minister of Education, entered the room for the purpose of listening to the representations of the Sections, regarding increased aid to High Schools. The matter was introduced by the Chairman, who was followed by Messrs. McHenry, Merchant, Henderson, Tamblin, Dobson, Embree, Hunter, Fessenden, Steele, McKay, and Pomeroy. After the close of the discussion on the part of the teachers, the Minister of Education replied, thanking the Association for the opportunity of consulting with them on matters affecting the welfare of the Schools, and replying at length to the various points brought before him. A vote of thanks was then passed to

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the Minister for his courtesy in conferring with the Association and for the valuable information he had given.

AUGUST 11.

The Section was called to order promptly at 9 o'clock, Mr. Millar in the chair.

The minutes of the former session were read and confirmed. The Chairman called upon I. J. Birchard, of Brantford, who read a paper on "Courses of Study in Higher Education." This was followed by discussion, in which Messrs. Embree, McMurphy and Henderson took part. The result of the discussion was the following resolution:

Moved by J. Morgan, seconded by W. Tamblin, that a committee of three specialists for each of the five Departments, viz., Classics, Mathematics, English, Moderns, and Science, be appointed to consider the work in these Departments as now laid down in the University of Toronto, and to suggest any desirable changes.—*Carried.*

The following are the names of the Committee appointed:

*Mathematics*, W. J. Robertson, C. Fessenden, A. McMurphy.

*Classics*, J. Henderson, W. S. Milner, P. S. Campbell.

*English*, D. H. Hunter, G. A. Chase, J. D. Christie.

*Moderns*, D. C. McHenry, J. Turnbull, J. M. Hunter.

*Science*, F. W. Merchant, A. P. Knight, H. B. Spotton.

Moved by Mr. Henderson, seconded by Mr. Morgan, that the Senate of Toronto University be requested to classify the Courses of Study in the University Curriculum as (1) General Course, (2) Special Courses; and to rank in Honors Students who have obtained the required number of marks in any course.—*Carried.*

A paper on "Classical Studies" was next read by Mr. W. S. Milner, after which the Minister of Education again met with the Section to explain some of the changes proposed in the new Regulations.

Moved by F. W. Merchant, seconded by W. J. Robertson, that in the opinion of this Section the subject of Algebra should not be dropped nor be made optional in 3rd Class work.—*Carried.*

Moved by L. E. Embree, seconded by D. C. McHenry, that both the nomination and election of members of the Executive and Legislative Committees from the High School Section be conducted by ballot and be the first order of business on the third day of meeting.—*Carried.*

#### ELECTION OF OFFICERS.

The following are the names of the Officers elected for the ensuing year:

*Chairman*—Jno. Millar, St. Thomas.

*Secretary*—I. J. Birchard, Brantford.

*Executive Committee*—F. W. Merchant, Owen Sound, J. Henderson, St. Catharines, C. Fessenden, Napanee, J. Morgan, Walkerton, J. E. Tom, Exeter.

*Legislative Committee*—D. C. McHenry, Cobourg; L. E. Embree, Whitby; A. McMurchy, Toronto.

JOHN MILLAR,  
*Chairman,*

I. J. BIRCHARD,  
*Secretary.*

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PUBLIC SCHOOL INSPECTORS' SECTION.

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TORONTO, AUGUST 9th, 1887.

The Inspectors' Section met in the Library of the Department. In the absence of the President, Mr. Fotheringham took the chair.

Present: Messrs. Fotheringham, Gordon, W. E. Tilley, McKinnon, Curry, Knight, Tom, Scarlett, Clapp, Atkin, Brebner, Dearness, Barnes, McIntosh.

A discussion took place on certain amendments to the proposed Regulations.

After which the meeting adjourned to meet on Wednesday morning at 9 a.m.

AUGUST 10th, 1887.

The members of the Section met pursuant to adjournment. Present: J. Brebner, (Chairman), Messrs. Mitchell, Tom, McKinnon, Dearness, Fotheringham, McIntosh, Tilley, Barnes, Atkin, Knight, Colles, Curry, Smith, Kelly, A. Campbell, Deacon, Scarlett, Johnston, McBrien, Gordon, Regan, Glashan, A. W. Campbell.

The discussion on the proposed Regulations was continued, and the following amendment proposed.

Page 90, No. 8.—(8a) to be added as follows:

That suitable woodsheds should be provided on every School premises.

Page 91, Section 10, Line 1,—instead of 100 read 80, line 2 amended.—The School-house should contain two rooms and two teachers.

Line 3.—An additional room and an additional teacher being required for each additional fifty pupils.

Section 11, Instead of 12 sq. ft., read 20 sq. ft.

Page 92, Section 23, Line 5.—add (4). a clock. (a) amended—and a Map of British Isles and United States.

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Page 92 (23a). Moved by Mr. Hughes, seconded by Mr. Fotheringham, That the foregoing regulations shall be carried out in the erection of all School houses to be erected after 1887, unless deviations from them be allowed by the Inspector.—*Carried.*

Page 93. Programme 4th form, *Writing*—add Book-Keeping by single entry without text book. *Geography* 3rd form North America and Ontario *more particularly.*

4th Form, British Empire more particularly and the United States.

Also that the clauses under 5th form, page 96 be transferred to the foot of page 93, and also that it be printed on the Registers.

Page 100, (6a), to be added as follows :

That in Counties where provision is made for holding Uniform Prom. Examinations, all promotions shall be made on the papers prepared for the purpose.

13. add.—Also such other information affecting the interests of his School as may from time to time be required by the Department or the Inspector.

16. *Line one* to read, to the Trustee and Inspector of his absence, etc.

17. A reference to the Statutory clause regarding Contagious diseases.

Page 101. Section 51. Sub-section Changed to visit each School under his jurisdiction at least once in each year, and that in lieu of the second visit he shall give his attention to such Schocs as in his opinion require his help, and to the oversight of promotion Examinations.

Page 101. Section 51. Sub-section 2. To spend half-a-day in the visitation of each School. Sub-section 3. Strike out from "This cannot be done.....curriculum."

Page 106. Section 62. Line 3, amended. A *Semi Annual Examination* and add, the Midsummer Examination shall be held immediately before the Non-Professional Examination of teachers.

Page 124. Section 159. Line *two* amended as follows: On passing the Departmental and *professional Examination.*

Line 4. A renewal of the same for a period not exceeding three years ..... and that such certificate shall be restricted to the County where granted.

Section 162. Line 2. Instead of "*shall*" read "*may.*"

Moved and seconded that the Department be requested to institute an Annual Examination on the "Course of Reading" for Teachers.—*Carried.*

Moved and seconded that no one shall be eligible for appointment as Public School Inspector, or continue to hold such an appointment who is engaged in any other public avocation.—*Carried.*

The Review of the Regulations being laid over, Mr. Fotheringham of South York, then read an excellent paper on "Public School Equipment," after which a lengthy discussion took place in which most of the members present participated.

The meeting then adjourned till Thursday morning at 9 a.m.

AUGUST 11th, 1887.

The Section met pursuant to adjournment. Present—Messrs. Brebner, Fotheringham, McKinnon, W. E. Tilley, Campbell, McIntosh, Colles, Deacon, Johnston, Dearness, Scarlet, A. Campbell, N. W. Campbell, Reazin, McKee, Smith and Ballard.

The minutes were read and adopted.

A communication was read from Mr. W. S. Howell, relative to attendance at Public Schools, and on motion was received.

Mr. Colles moved, seconded by N. W. Campbell, that in the opinion of this section the Standard for III. Class Non-Professional Certificates, especially in Grammar, Composition and Arithmetic is too low for most Counties in Ontario.—*Carried.*

Moved and seconded that a simple paper on Elementary Algebra should be set on the 3rd Class examinations.—*Carried.*

Moved by Mr. McIntosh, seconded by Mr. Reazin, that 3rd Class Certificates should be valid only in the Counties in which they are issued or for which they have been endorsed.

Moved, seconded and carried, That in the opinion of this Section it would be advantageous in many ways for the Department to furnish to Inspectors, with stamped envelopes, sufficient circulars announcing Entrance and Departmental Examinations and Summer Classes, and all circulars of information to be given to teachers, to distribute to all schools in their respective inspectorates.—*Carried.*

A Committee consisting of Messrs. Deacon, A. Campbell and Dearness was appointed to press this on the attention of the Minister of Education.

Moved by W. E. Tilley, seconded by D. J. McKinnon, That in the opinion of this Section the present method of distributing the Public School Grants is not satisfactory,—mainly for the following reasons:—

- i. It tends to assist wealthy Sections rather than the needy.



2. It is especially unfair to incorporate and other large villages.—  
*Carried.*

Moved by J. Dearness, seconded by W. E. Tilley, That "may" be changed into "shall" in line 1, section 118, of School Law.—  
*Carried.*

Moved by C. A. Barnes, seconded by W. H. G. Colles, That Messrs. Fotheringham and Dearness be a Committee to wait on the Minister, and direct his attention to the special changes desired in the Regulations.—*Carried.*

The following officers were elected for 1887-8:—

- Chairman*..... C. A. BARNES .....Forest.
- Secretary*..... D. FOTHERINGHAM .....Toronto.
- Directors*..... { D. J. MCKINNON.....Brampton.  
J. S. DEACON .....Milton.  
W. E. TILLEY .....Bowmanville.  
JOHN DEARNESS... ..London.  
S. B. SINCLAIR.....Hamilton.
- Legislative Committee* { WM. MCINTOSH.....Madoc.  
A CAMPBELL.....Kincardine.  
W. H. G. COLLES .....Chatham.

A Committee consisting of Messrs. Brebner, Tilley and Fotheringham was appointed to consider changes necessary in Registers and bring the same under the attention of the Minister.

Moved by Mr. Colles, seconded by Mr. Deacon, That half-yearly Reports should be made as formerly, but that the School Grants to rural schools be distributed on the basis of the annual attendance; and that school year for these purposes close with the end of the first term in the calendar year.—*Carried.*

Moved by Mr. Colles, seconded by Mr. Deacon, That each teacher shall pay a fee of two dollars in each half year to the Teachers' Convention in the County in which he or she teaches, the same to be paid by the Township Treasurers, on the order of the Inspector to the Treasurer of the County Convention, and that the same, less the amount of membership fee required in such Convention, be remitted to each teacher personally, on the Certificate of the Inspector that he or she has attended throughout the Sessions.

The above was laid on the table, and the meeting then adjourned.

*In Memoriam.*

JNO. McBRIDE, M.A., D.Sc., LATE HEAD MASTER  
RICHMOND HILL HIGH SCHOOL.

The subject of this memoir was born at Arnott (County Grey) in April, 1855. After a course in a public school he entered Owen Sound High School, where he prepared for and obtained a second class certificate. From 1874 to 1876 he taught in Sullivan and in Sydenham Public Schools. Subsequently he studied for Matriculation in Goderich and Owen Sound High Schools, and entered Toronto University in 1877, where after a very successful course of four years he obtained the Degree of B.A. in June 1881, with first-class honors in the department of Natural Sciences. In 1882 he took his degree of Bachelor of Science in Victoria University, and his degree of M.A. in Toronto in 1883. Immediately after graduating in 1881 he was appointed Principal of the Newcastle High School (where his brother William had preceded him as Principal,) which position he held till August 1883, when he was appointed Principal of the Port Rowan High School. An increase of salary brought him to Richmond Hill, where he again succeeded his brother and acted as Principal of the High School during the years 1884 and 1885.

Whilst teaching in Richmond Hill he was also prosecuting his studies in Medicine. At Christmas 1885 he resigned his Head-mastership, and entered upon 2nd year work in Toronto School of Medicine, and subsequently passed his examinations with honors in all departments.

During the '86 College vacation he acted as Mathematical Master in Stratford Collegiate Institute (of which his brother is Principal.)

Whilst attending lectures in Toronto last winter, he acted as master in one of the city night schools. After his April Examination in Medicine he took a summer course at Toronto Hospital, and was just starting for a course in the New York Hospitals when he and his cousin (another medical student) contracted typhoid fever the same day.

As the fever had seized upon him when he was completely exhausted with protracted study he had not enough vitality left to fight the disease. He knew from the very outset that there was no hope of his recovery, and after three weeks' intense suffering, died at Bradford, on July 29th.

His remains were removed to Chatsworth, and interred there in the family plot. The funeral was a very large one, many of his old college associates from a distance being present. The remains were also met at Toronto on their way home by a large number of his fellow-students at college and former pupils, who had turned out to pay their last tribute of respect to the memory of the deceased.

Death is at all times a painful visitor, but it is especially so, in the case of a young man who is stricken down at the commencement of so promising a career of usefulness as that on which the deceased had entered. Mr. McBride was an off-hand, generous-hearted young man, and a universal favorite.

## WILLIAM TASSIE.

By the death of the late William Tassie, M.A., LL.D., the teaching profession of Ontario has lost, if not its ablest, at least its oldest and most widely known representative. Go where you will, to India, Australia, or Southern Africa you are almost sure to discover one or more of Tassie's boys; while nearer home, scattered over this northern continent—many of them occupying prominent and responsible positions in the professional and the commercial world—are to be found numerous representatives of the same class. Nor is this to be wondered at, when it is remembered that he had been engaged in active work as a teacher for more than half a century, and that during the twenty-eight years for which he was Head Master of the Galt School he had under his care pupils from all parts of Canada and the United States, and even from the West Indies.

Mr., or Doctor Tassie, as he was commonly called, was born in Dublin, Ireland, in 1813, and was educated at Trinity College in that city. He came to Canada at the age of nineteen, and not very long afterwards engaged in teaching in Hamilton, where he was connected in succession with several educational institutions.

In 1853 he was appointed Head Master of the Galt Grammar School, as successor to the late Dr. Howe, and that position he held, as has been said, for twenty-eight years. Under his energetic management, coupled with his well deserved reputation for strictness of discipline and thoroughness of drill, as well as for careful oversight of the studies and conduct of the boarders entrusted to his care, the school rapidly advanced to the front rank, and won a deservedly high reputation, being the first to be made a Collegiate Institute. While at Galt he received the degree of M.A. from Toronto University, and some years afterwards Queen's University, in recognition of his standing and services as a teacher, conferred on him the degree of LL.D.

Resigning his position in Galt in 1881, he removed to Toronto, and opened a private school, which he carried on successfully for over two years. Finding the change not to his liking, however, he re-entered the ranks, and was, in 1884, appointed Head Master of the Collegiate Institute at Peterborough, a position which he continued to fill, with much of his old time vigor and success, until his death by apoplexy, on Sunday, the 21st of November, 1886.

Dr. Tassie's unquestioned success as a teacher was due not so much to the excellence of his methods of teaching as to the vigilance and strictness of his discipline, and the thoroughness with which he grounded and drilled his pupils. That he was especially in his earlier years at Galt, decidedly, and perhaps unnecessarily, severe in his discipline can hardly be denied; but that his old boys have long since forgotten the stinging of the *tawse*, and, think of him only as one who, according to the light that he had, did his duty to his pupils earnestly, diligently and conscientiously, was abundantly shown by the promptness with which, on hearing that he had left but little if any of worldly wealth, they subscribed a sum of nearly \$3000 to be invested for the benefit of his family.

REPORTS OF DELEGATES.

NAME OF ASSOCIATION.	MEETINGS IN THE YEAR.	NO. OF MEMBERS.	AVERAGE ATTENDANCE.	FEES.	LEGISLATIVE GRANT.	MUNICIPAL GRANT.	LIBRARY NO. OF VOLUMES.	PRESIDENT.	SECRETARY.	POST OFFICE.	DELEGATES]
Bruce, East.....	1/2 yearly	115	65	cts.	25	25	75	W. J. Buchart.	John Keith	Paisley	W. R. Telford
" West.....	"	70	80	25	25	25		Thos. Rankin	F. C. Powell	Kincardine.	D. McKay
Carlton.....	1 general 1 T'nship	126	100		25	25		J. H. Hill	T. J. Hunter	Ottawa	F. C. Powell
Chatham Distct		130	120	50	25	25		W. P. Killacky	Etta Abrams	Chatham	T. J. Hunter
Durham	1/2 yearly	140	90		25	25		F. Wood	R. D. Davidson	Chatham	W. P. Killacky
Frontenac	yearly	143	80		25	25	250	W. Spankie, M. D.	J. W. Henstridge	Powmanville	W. E. Tilley, M.A.
Grey, North		120	100	50	25	25	150	Thos. Fraser.	J. H. Packham.	Owen Sound	J. W. Henstridge
Haltiburton.....	1/2 yearly	43	36		25	25	175	C. D. Curry	H. W. Brooks	Minden	John Elliott
Halton.....	"	80	65	50	25	25	350	R. Coates	R. E. Harrison.	Georgetown	Chas. D. Curry &
Hastings, North	"	85	70	50	25	25	300.	W. Mackintosh.	— Marshall.	Madoc	W. Leith
" South	"	120	115	25	25	25	70	J. Johnston	S. A. Gardner	Belleville	Robert Coates
Huron, West.	"	90	65	25	25	25		G. W. Holman	S. P. Halls	Sidney Cross	H. B. Adshead
Huron, North	"	34	60	25	25	25		W. E. Groves.	A. M. Burchill	Goderich.	P. W. Fairman
Kent, East	"	80	55	25	25	25		W. H. G. Colles.	R. A. Harrington	Blyth.	Geo. W. Holman
Lambton, No. I.	"	100	85	50	25	25	300	W. A. Graham	C. S. Falconer	Forest.	A. M. Burchill
Lanark.....	"	146	123	50 & 25	25	25	100	J. R. Johnston.	J. A. Goth	Carleton Place	W. H. G. Colles
											C. A. Barnes
											F. L. Michel, B.A.

Middlesex, East	"	120	100	50 & 25	25	200	400	R. H. Honner.	Frances Geeson	London.	J. Dearness
Ottawa	"	60	50		25	25		J. C. Blash	C. E. Living	Ottawa	Thos. McJanet
Perth	"	80	80		25	25	200	G. D. Platt	B. S. Green	Pictou	W. G. Osburn

Middlesex, East	120	100	50	&	25	25	200	400	R. H. Honner	Frances Geeson	London	J. Dearness
Ottawa	60	50			25	25			J. C. Glashan	C. E. Living	Ottawa	Thos. McJanet
Prince Edward	100	80			25	25	300	500	G. D. Platt	R. S. Greenicas	Pictou	W. G. Osborne
Toronto	250	250			25	25	500	500	Robert W. Doan	A. Hendry	Toronto	G. K. Powell
Waterloo							\$1.00		C. B. Linton	J. W. Sheppard	Berlin	A. McPherson
Wentworth	110	80			50	25	300	300	David Bell	W. N. Stevenson	Waterdown	J. F. Ballard and J. H. Smith
York, South	100	100			50	25	25	25	D. Fotheringham	J. A. Wismer	Parkdale	D. Fotheringham & J. A. Wismer

The Library is reported to be used to a very limited extent in Haliburton and Halton.

The attendance is recorded at nearly all the associations, but by very different methods. In some cases the inspector marks the attendance without calling a roll, in others each teacher records his attendance in a register, but the usual method reported is the calling of the roll by the secretary once or oftener each day. In East Middlesex the roll is called at stated times at the beginning and end of each session; the teachers stand by townships and take seats as they answer "present" to the number of their respective sections. This method of calling the roll of over one hundred teachers occupies from three to five minutes. A report is sent to the trustees of each section showing at which calls the teacher was present, and at which absent.

In Carleton the interest and usefulness of the meetings is increased by the attendance of a considerable number of trustees and other non-teachers. The trustees are requested by circular to attend the meetings.

In Durham variety is given to the proceedings by the teachers bringing specimens of their pupils work and exposing the same on tables.

In each Bruce and North Grey the regular work of the Association is interspersed with readings, music, singing Kindergarten songs, &c.

The delegate from North Huron testifies to the value of the Question Drawer in bringing out practical suggestions through the short discussions that arise upon the answers to the questions.

West Lambton reports that since the importation of prominent lecturers the teachers particularly the younger ones have taken a less active part than formerly in the proceedings.

In Toronto, the teachers meet in October in grades to see one teach his or her own class, and afterwards criticize what was seen. The association then meets to hear reports from the secretaries of the several grades. These reports are then collated by a committee and the suggestions made are brought up for discussion at the February meeting. By this method many teachers do work and the interest is thereby increased.

In South York a large part of the programme is devoted to practical illustrations of methods of teaching the various subjects by teachers with classes of children before them.

J. DEARNESS, *Chairman of Committee.*

## FINANCIAL STATEMENT FOR 1886-7

## RECEIPTS.

	\$	c.
Balance from last statement.....	543	34
Members' fees.....	57	00
Government Grant.....	200	00
Sale of Minutes.....	73	63
Advertisements in Minutes.....	16	00
Interest on deposit.....	17	50
	<u>907</u>	<u>47</u>

Audited and found correct. See page 7 of Minutes.

W. J. HENDRY,

*Treasurer.*

## FINANCIAL STATEMENT.

	\$	c.
Expenses of Convention.....	31	00
Publishing Minutes.....	141	45
Printing Papers, Circulars, &c.....	44	60
Executive Committee, Railroad Fare.....	72	06
Postage and Stationery.....	15	69
Salary of the Secretary.....	40	00
" " Treasurer.....	10	00
Balance on hand.....	552	67
	<u>907</u>	<u>47</u>

R. W. DOAN,

*Secretary.*

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Secretary.

## ADDRESS DELIVERED BEFORE THE ONTARIO TEACHERS' ASSOCIATION

AUGUST 9TH, 1887,

BY THE PRESIDENT, MR. H. I. STRANG, B.A.

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Finding it difficult to decide on any one topic for an address, and remembering that my duties as President would prevent me from taking my usual part in the discussions, I thought that it would probably be at once the easiest and the most profitable course for me to touch briefly on a number of subjects which are all connected with our work, and some of which might not otherwise come before us for consideration. I am quite aware that as regards some, if not most of these, anything that I may say, or any discussion that it may lead to, comes too late to affect the decision of the Department, or to be productive of any immediate effect. Nevertheless, I think it is of the utmost importance that we should speak our minds freely and fully. If we approve the policy and action of the Department, it is due to the eloquent and hard-working Minister who presides over it that we should strengthen his hands and encourage his heart by publicly expressing our approval. If, on the other hand, our observation and experience lead us to regard a policy as unwise, or a regulation or an action as unfair, is it not equally due to ourselves that we should place our opinions on public record? There is no need that we should imitate the methods of the politicians or of the party press. It is surely possible for us to call in question or to defend the wisdom of a policy or the justice of an action without imputing unworthy motives or indulging in offensive epithets. I trust, then, that while continuing to claim for ourselves the right to the full and free expression of our opinions in regard to the policy and actions of the Department or its officials, we shall not forget either in our discussions in Convention or in our communications to the press to manifest a due regard for the rights of others, as well as for the dignity of our profession.

First, then, let me say a few words on the subject of examination papers. After a storm comes a calm, and, contrasting the almost entire absence of public comment on the recent papers with the tempest of hostile criticism which those of last summer evoked, it

would appear that the old adage has been verified. Doubtless the storm cleared the educational atmosphere, and exerted a beneficial influence in other respects. Apart from the question of results, I believe it is the general feeling of both teachers and candidates that the papers this year were a marked improvement on those of 1886, and that, taken as a whole, they did not furnish much ground for fault finding. The plan of having two examiners to each paper has apparently worked well, though in a few cases the associate has hardly been able to restrain the strong tendencies of the examiner-in-chief. Three points, however, may be mentioned in which there seems to be room for further improvement.

(1) The papers should be revised with the utmost care, in order that neither errors nor omissions may mislead or perplex the candidates, and handicap them in their efforts to pass.

(2) Every paper should be carefully revised by the committee as a whole, in order that the papers on each subject may be seen to be properly graded from entrance to first class certificates, and that such vagaries of individual examiners as manifested themselves in the third class history paper this year may be kept in check.

(3) The method adopted of giving bonus questions is open to serious objections. Not only does it virtually lower the percentage required to pass, but in some cases it allows a candidate who knows nothing well and does nothing well to make up that percentage from a large number of imperfect scraps of answers. Such at least has been my experience in connection with the entrance examination, and I am told that others have noted the same objections. I trust, therefore, that in future the method adopted will be that recommended by the High School section last year, viz.: "that each paper shall contain more questions than the candidate is permitted to attempt," thus allowing him a choice, and giving scope for a variety of taste or teaching, but requiring him to do satisfactory what he does undertake.

From examination papers to text books is an easy transition, and I shall, therefore, next touch briefly on that vexed and somewhat delicate question. As most of you are aware, that was one of the subjects on our programme as originally agreed on, and I for one greatly regret that the illness of Inspector Morgan, who had agreed to deal with it, led to its being dropped from the list. The subject is wide enough and important enough to require the most careful consideration, such as it would no doubt have received at the hands of Mr. Morgan. To an audience like this I need scarcely enlarge on the importance of our having suitable text-books. Text books are in a measure our tools, and while it is true that a good workman with poor tools will produce better results than a poor workman with the best of tools, we have a right to ask that we shall not be handicapped in our work by having to use inferior tools, if by pursuing a different policy better ones are to be had without any material increase of cost.

That under the present system of authorizing text books we may



get some good, even excellent books, I am quite willing to admit; that under it we have already got some very unsuitable ones cannot, I think, be successfully denied, and that some of those recently issued or yet to see the light are likely to prove unsatisfactory there is, therefore some reason to fear. That the Minister in adopting the present system has been actuated by the best of motives, and has honestly tried to carry out his professions and promises I do not doubt. Uniformity, cheapness, and adaptation to the wants and circumstances of our schools are all very desirable objects, but as we all know a good end may be sought in a wrong way.

The questions I desire to consider for a little are (1) Is the present system theoretically likely to ensure our getting the best text books that are to be had for our schools? and (2) Have the results so far justified the wisdom of the system? For my own part I regret that I feel compelled to answer both questions in the negative. First then as to the probabilities of the case. We read in the circular recently issued that certain text books "will be authorized if found suitable." From this it is evident that the Department, if not directly concerned in the manufacture (using the word in no offensive sense) of these books is at least, aware that they are being prepared, and is directly interested in the result. This naturally suggests certain questions. How were the Department and the author brought into such intimate relation? Did the Department select some one to write the book? If so, by what divine intuition or by whose advice was the proper person to write such a book selected? If not, how did the Department learn that the proper person was engaged in writing such a text book, and at what stage of its preparation was the promise, now revealed to the public, first made to the author or to the publishers as his agents? To me it seems that from the time the promise, "will be authorized if found suitable" was given in each case (for the natural inference is that some at least of those already issued were prepared under the same conditions), neither the Department nor the author was a free agent. The Department is not free, for if while Mr. A., relying on such an assurance, is using his best efforts to make his book suitable, Mr. B., who lives away at one side of the province and knows nothing of what has been going on at the centre, comes forward with a better book on the subject, the Department cannot in justice to Mr. A., break faith with him and accept Mr. B.'s book. It is evident then that competition is virtually excluded. Again, the author is scarcely a free agent, for, knowing that there is money in authorized books, and that the placing of his book on the list will add several hundred dollars a year to his income, he will naturally be desirous to make his book *suitable*, and will therefore be under a constant temptation to make it, not what he thinks it ought to be, but rather what he knows the Department thinks it should be. How far then, one is naturally curious to know, does the Department go in meeting the natural wish of the author to know what are the conditions of suitability? Does it fix the size and price, and—to use a nautical

phrase—lay down the construction lines, or does it even go farther and revise the proof sheets and suggest omissions, additions and alterations? Report says that in one case at least all this has been done, and if in one probably in more.

In this connection another question naturally suggests itself, Who decides whether a book is suitable or not? "The Minister of course" will be the reply. Undoubtedly the responsibility of the decision is his, but by whose opinion is he guided in deciding? By his own merely, or does he look to others for advice? If the former, is it desirable or satisfactory that such should be the case? For my own part, highly as I respect the ability and judgment of the Minister, I am not content that the decision of so important a matter should depend solely on his opinion, or, indeed, on that of any *one* person that can be named. If the latter, who are his responsible advisers, and why should we, who are so vitally interested in the matter, not have a voice in their appointment, and know what advice they give.

In speaking thus I need scarcely say that nothing is farther from my intention than to disparage the character or ability of the authors of the books referred to, or to imply that Ontario teachers are not able to prepare suitable and satisfactory text books for Ontario schools. I am only endeavouring to show that a system which excludes competition and virtually authorizes text books before they are written is essentially a bad one, and that we have no sufficient guarantee that the text books selected are the best to be had, or have been prepared by those best fitted for the task.

And now for a few words with regard to the results of the policy, as far as it has been tested. I shall not express any opinion in regard to the recently issued books, for we all know that the only true test of the suitability of a text book is its use for a year in the school-room, and that our first impressions of a book, whether favourable or unfavourable, have often to be materially modified by our experience with it there. I merely mention in passing, and I do so from regard for the eyesight of our pupils, that I regret so free a use of very small type in the new Public School Arithmetic. Take then the list of authorized books that have been in use for a year or more. Of the Drawing Books I shall not speak, as I cannot lay claim to much knowledge of the subject with which they deal. That the Readers are a marked improvement on their predecessors I readily admit, but that they are the best that could be had for the money is not so certain, nor am I sure that if left to depend on its merits the High School Reader would have found its way yet into general use.

Certainly if the publishers are to be believed, there was but little sale for it until its use was made imperative in the schools. In the case of both it and the Fourth Reader I think the result has shown—what indeed the experience of the past might have suggested—that since they were intended to be used for teaching literature as well as reading, it would have been better, even though

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it would have necessitated the omission of some of the selections, to accompany each lesson with a brief preface and a few explanatory notes, hints and suggestive questions. Such a course would have left but little need or excuse for the compilation and extensive sale of the "Companion to the Fourth Reader," and "Notes to the Third Class Literature." As to the preface to the High School Reader, I am glad that I do not know who wrote or compiled it, for I can thus speak more freely in regard to it. Profound, philosophical and polysyllabic it may be, but of practical value in teaching reading to third class candidates it just as certainly is not. Such at least is my experience, and that of every master I have asked who tried to use it for that purpose.

The Manual of Hygiene I pass for want of time, but I do not think it would be hard to show that it is dearer than it need be, and that much of it has no proper place in a school text book. There remain then the Scripture Readings and the History. As to the former, we all know that a very great deal of nonsense, and worse than nonsense, has been spoken and written, in some cases by men who knew better, in others, by men who did not know what they were talking about. At the same time enough has been made plain to show that there are serious defects in the book—defects which I confidently affirm would not have been found in it if it had been compiled by a committee selected either from or by this Association, or even submitted to such a committee for revision and approval before being authorized.

Lastly, as to the History. I have the greatest respect for the character and abilities of the authors, but whether it is that their abilities were directed into a channel in which they were not accustomed to flow, or that they were hampered by being under restrictions as to the mode of treatment they should adopt, I feel sure that I but voice the verdict of the great majority of those who have used it for the past year when I say that the book is a failure. I know that I have asked a great many teachers from different parts of the Province and have failed to find one that liked it or was satisfied with it, and these too are considered good and successful teachers. Into the causes of this verdict I do not enter at present further than to say that I believe the result to be largely due to a mistaken economy on the part of the Department, which in its desire to keep down the price, and yet to have the subject fully treated, forced the authors to make the book a mere compendium of directions, facts and opinions, presented in a rather dry and difficult style.

One point more and I shall leave the subject of text books. It seems to me on looking over the new list of High School text books and comparing it with the examination papers, that there is a want still left unsupplied. Candidates for Second and Third Class Certificates are, to judge from the examination papers, expected to be familiar with the laws of the paragraph, the qualities of style, the characteristics of poetic diction, and the use of the principal figures of speech, but apparently they are to be left in the future, as they

have been in the past, to learn these where and how they may. True, McElroy's Structure of English Prose has been added to the list of authorized books, but only for Forms III. and IV. Would it not have been well to prefix to the High School Reader an outline at least of what candidates are expected to know in regard to these matters when dealing with literature, such an outline for instance, though perhaps not so full, as was prefixed to the Advanced Reader of the Royal Canadian Series?

The next topic I had intended to deal with is the Departmental Regulations, but as I have learned since coming to the Convention that in accordance with the wish of the Minister these are likely to come before the several sections for consideration, I shall say but a few words. One thing I am sure we all regret, and the Minister I believe not less than the rest of us, viz., that it should be found necessary to make changes, and often important changes, in them so frequently.

The members of the High School section, too, while gratefully acknowledging that their burdens have been lightened in one respect, at least, by the steps that have been taken to assimilate the various examinations, will join in a general regret that, notwithstanding the great increase in the work and expense thrown on the High Schools during the past few years, the Department has not been able to secure for them any increase in the Government grant, or even to guarantee the payment of the amounts they have been led by the Regulations to expect.

One thing more in connection with this subject I should have liked, if time had permitted, to dwell on for a little, viz., the proposed increase in the natural science required to be taught in our High Schools, and the apparent assumption that all our students are to be specialists. Under the circumstances, however, I shall content myself with quoting the following paragraph from an article by Prof. Payne in the *Academy* for February: "The employment of specialists to teach the sciences in the Secondary Schools has given currency to the fallacy that the only proper mode of teaching these subjects is by inductive, experimental research. The teacher has been trained in this manner, and since he was to be a specialist this was very proper; but when he comes to teach, he at once assumes that all his pupils are to be specialists, and here he falls into gross and dangerous error. For the present, the pupil in the Secondary School needs to know the facts of science as they are correlated by natural law, and also, by means of typical examples or experiments, to be made acquainted with the general mode of scientific procedure; but for the purposes of a general education he need not play the *role* of original investigator. Farther on, when the time for specialization has come, he may very properly apply himself to inductive research. It is not teachers of science alone who have followed this false scent. I have seen masters and misses of twelve years sit in solemn critical judgment of Tennyson, Dickens, Hawthorn and Longfellow. For them a piece of literary art was not something to

be admired and enjoyed, but a *specimen* to be dissected. Their teacher's ideal was the training of boys and girls to be literary critics.

The last subject to which I shall refer is the proposed scheme for the establishment of a College of Preceptors. You are aware that after a brief discussion of Mr. Dickson's paper last year the scheme as outlined in it was referred to the various County Associations for their consideration, and that a Committee was appointed to collate the resolutions passed by them in regard to it and report to this Convention. In the absence of Mr. Dickson, who requested me to say that ill-health would prevent him from being with us, the report of that Committee will be presented by Mr. MacMurchy. I have not seen the report, but I believe I am familiar with the facts on which it is based, and I say frankly, that I cannot regard them as at all encouraging to the friends of the scheme. That it would not be viewed with favour by the "powers that be," and that the influence of a powerful denomination, moved, not unnaturally perhaps, by the fear of losing advantages at present enjoyed, would be thrown into the scale against it was perhaps to be expected. Possibly, too, it suffered in some quarters by being made to appear as a rival of the newly-formed Ontario Educational Society. Making all due allowance, however, for the adverse influences, there is, I think, no use in attempting to deny that the scheme, to use a common phrase, has fallen rather flat on the attention of both the public and the teaching profession. That the public should take but little interest in it, and should even at first look suspiciously on it as a device to raise teachers' salaries is perhaps not to be wondered at; but that a scheme for the elevation of the teaching profession and the advancement of its interests should, apparently at least, have been received with so much apathy and even opposition by its members seems to call for explanation. For my own part, while not denying that there may be other reasons for this result, I believe that the main cause has been a failure or inability on the part of teachers to understand the scheme, and in particular to see (1) how it can be worked successfully in connection with the present school system, and (2) what direct benefits they are to receive in return for the payment of its fees and submission to its regulations. Whether this is the fault of the teachers of the scheme the future will no doubt show more clearly.

While not wishing, therefore, to interpose any obstacle to the further consideration of the scheme, yet, believing that, owing to the various obstacles I have mentioned, any progress towards the realization of the scheme must necessarily be slow and is perhaps doubtful, I suggest that we should unite in advocating a simpler and more practicable change, one which would be open to fewer objections, and which, if it did not do as much for the elevation of the teaching profession as is aimed at by the advocates of the proposed College, would yet be of great service in removing or lessening many of the evils of which we have had reason to complain. The change I pro-

pose is the re-establishment of a re-organized Council of Public Instruction, or Educational Committee—chiefly elective, partly nominated, the members of which should hold office for a stated term and have definite duties and powers, assigned them by Statute, in regard to the selection of text books, the framing of regulations and programmes of study, the appointment of examiners, and such other matters as the Minister might refer to them. As the Minister would remain the responsible and executive head of the Department, he would of course have to be allowed to retain the power of overruling the decisions of the Committee. Naturally, however, the deliberate decision of such a body would be but seldom set aside, and then only for strong reasons; and in cases where it was done teachers would at least have the satisfaction of knowing that duly accredited representatives of their own choosing had been heard in regard to the matter.

However, as I feel that I have already trespassed unduly on your time and patience I shall not discuss the proposal further at present, but merely state briefly what advantages I believe would result from the change.

1. It would enable us to place the responsibility for changes in the Regulations more clearly where it belongs.
2. It would prevent hasty action and troublesome mistakes in the framing of regulations, authorization of text books, etc.
3. It would tend to allay the dissatisfaction which at present exists.
4. It would minimize the evils that necessarily result from having a politician at the head of the Education Department.
5. It would, I cannot help thinking, afford relief to the Minister himself, who, knowing that the matters referred to such a Council would receive careful, deliberate and dispassionate consideration, would be, as he certainly should be, relieved from the necessity of devoting so much of his time and energies to the consideration of the details of programmes, examinations, etc.

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## THE AIM AND SCOPE OF PUBLIC SCHOOL EDUCATION.

JAMES L. HUGHES.

I. *The relative value of man and knowledge.*

The defects of educational systems, and the mistakes in educational methods have resulted from erroneous views, or indefinite conceptions regarding the true aim of education. The misconceptions and mistakes of the past have been caused chiefly by the failure of teachers to recognize clearly the proper relationship that exists between the two great elements of power with which they have to deal in school;—the child, and the knowledge to be communicated to him. "Knowledge is power" has been accepted as a foundation truth upon which educational structures have been reared; and this attaching of undue importance to a partial truth has prevented the recognition of the greater truth that lay beyond it. English and American teachers have had their minds so filled with an inflated value of knowledge that even till the present time they have failed, with very few exceptions to understand the aim of Pestalozzi and Fröbel in founding their educational systems. These great men used material things in carrying out their plans. They saw that the child before he went to school grew very rapidly both in power and in knowledge while placed in an environment of objects which he was allowed to use freely, and they concluded that in school the child should at first continue to be surrounded by an objective environment that he might under the definite guidance of a trained teacher continue to develop in the same rapid, and thorough manner as before he went to school. They placed objects in the hands of the child that he might use them, and that by using them his industrial powers might be developed and his intellectual faculties both receptive and constructive might be called into natural activity. English and American teachers examined the work of Pestalozzi and Fröbel, but their minds were clouded by the idea that "knowledge is power" and that the aim of the school is to communicate knowledge. They saw in the use of objects in school only a quicker and more definite way of becoming acquainted with the objects themselves. They said, "Pestalozzi and Fröbel were great men because they taught us that the conceptions we receive from actual things are clearer than the conceptions we could get from written or oral descriptions of them," and so they concluded to place objects before the children, not in the hands of the children, that they might in this way become acquainted with them. The result has been that our so-called English and American "Object Teaching" is in some essential respects the most absurd process ever introduced into a school room. We have used the objects as

aids in giving knowledge, Pestalozzi and Froebel used them to increase power to gain and use knowledge. Their primary aim was growth, ours has been information, and so we have lost the real benefits that should follow from a clear conception and an intelligent application of the principles that underlie their systems. Like the old Scotch lady who, when tea was first introduced, poured out the broth and ate the leaves, we have lost the essence of truth in their systems and have devoted our attention solely to the material things, which they used merely as a means for accomplishing their great educational purposes. This illustration serves to show how the intellectual vision has been narrowed and the judgment darkened by over-estimating the value of knowledge. Knowledge is not power, in the sense in which the maxim has been accepted by teachers. Man is the grandest power created by God in connection with this earth. Knowledge has no power of independent development in itself. Man possesses a capacity for growth intellectually and spiritually which should increase in strength and definiteness for ever. Truth cannot change. Truth is yet only partially understood and applied. God reveals new truths when we are ready to receive them. So far as knowledge is concerned my chief duty as a teacher is to qualify my pupils for greater and clearer revelations. The more I value knowledge, when I have an adequate idea of the being who is to acquire and use it, the more anxious will I become to train up a race of men and women capable of adding to the store of knowledge now in possession of humanity.

A single human being is vastly greater than all knowledge that can be communicated to him, or acquired by him. When we get a comprehensive and clear conception of this thought we will have an unerring guide in separating the gold from the dross in the theories of able specialists who over-estimate the value of some one department of educational work and thereby become blind to the importance of all other departments. We will then be able to harmonize the opinions of those who advocate apparently widely different views regarding the aims of education, and to see that all true aims of the utilitarians on the one hand, and the advocates of intellectual development on the other should be accomplished by a proper system of education.

## II. *The general aim of a system of education based on the possibilities of human development.*

I accept the following statements as true :—

1. There is an eternal being whom we call God possessed of infinite knowledge and purity and power.
2. Man was originally created in God's likeness, and might have continued to grow more like him.
3. Sin dwarfed the human race, and interfered with its development, not only morally, but intellectually and physically. It continues to do so till the present time.

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4. The influences both of evil and of good are cumulative through heredity.

5. The cumulative influences of sin, while they will go on forever, if unchecked, may be removed from an individual or a race. The curse is limited to the fourth generation, if each generation does its duty in attempting to remove it.

6. The cumulative consequences of goodness consciously expressed in activity, while they may to a certain extent be counteracted by evil, continue to exert a beneficent influence for ever.

7. While man never could have redeemed himself from the consequences of sin by his own independent efforts he never can be set free without conscious individual action on his own part.

8. Man as an individual may be trained so that his tendencies towards good may increase in power to control his tendencies towards evil. This being true of individuals is also true of mankind as a race.

9. As a man consciously gets more power for good, he is growing towards the divine ideal and regaining his lost likeness to his Creator.

10. The highest condition of earthly happiness, and the most perfect state of human progress will be attained when all men are consciously, even though it be very slowly growing towards God in truth, in purity, and in power.

From these considerations I conclude that the general aim of education should be to counteract sin, and aid mankind to grow consciously towards the Divine. This thought is an inspiration to me and makes educational work a sacred duty.

III. *What the schools should do to aid the human race in its development.* 1. *The schools should give mankind symmetrical training.* The exaggerated importance attached to knowledge has in the past led to the concentration of the best thought of most teachers on such questions as; what shall we teach? How can knowledge be communicated most easily and most thoroughly? How can I make my pupils remember the knowledge I give them? &c. This has prevented that appreciation of the vast importance of having a symmetrical or harmonious education, that becomes clear to us as soon as we recognize fully the superiority of the being compared with knowledge. For convenience man's powers have been classified into, physical, intellectual, and moral or spiritual. Until recently teachers have attempted to store, or at best to develop, the minds of their pupils to the neglect of their physical and moral natures. Fortunately the schools could not prevent a certain degree of physical and moral development from other sources, and so the human race is not so weak or so bad as the schools alone would have made it. A well trained mental gymnast who is nothing more, has little if any advantage over a well trained physical gymnast, who is nothing more than that. I confess that I have a greater admiration for the latter than for the former. The physical gymnast may be of more use to his fellowmen, than the mere mental gymnast can

be, and there is much less danger of his becoming a crank. The man whose moral nature alone has been cultivated at the expense of his physical and mental is likely to be a useless if not a dangerous member of society. To omit the best culture of any of a man's powers makes him a narrower, weaker man than he should be. He is crippled in his power to secure happiness for himself or to do good to others. Every child has a right to have his physical, intellectual and moral powers developed and trained to the fullest limit possible in his case. There is an intimate interdependent relationship between our physical, intellectual and moral natures that makes it perfectly impossible to develop one or two of the three fully, unless the whole being shares in the development. A boy who attends a school in which intellectual work alone is done, not only loses power from the lack of moral and physical training, but he actually fails to reach his best condition of intellectual growth. Our aim should be the highest attainable power for each pupil placed in our charge. We can accomplish this aim only by training the physical and the moral powers as systematically and as definitely as we do the intellectual powers.

*Physical Training.* It is not enough to place our pupils in conditions conducive to physical comfort and health, by carefully attending to the ventilation, warming, lighting and seating of our school rooms. All these are essential but we must do more. I urge a specific physical training for the following reasons:—

1. Because physical exercise is the best change from mental work.
2. To relieve the weariness caused by sitting too long in one position.
3. To counteract the tendency to deformity of the body caused by sitting at desks.
4. To keep up a vigorous circulation of the blood to all parts of the body, and prevent a chronic condition of over supply to the brain.
5. To give physical health without which the pupils will be unable to use to advantage any moral or intellectual accomplishment.
6. To increase physical power. This power has an important part in the uplifting of the race.
7. To promote physical endurance. The ability to endure the strain of long continued effort is a most important element in the training of a child.
8. To develop gracefulness in figure, and dignity of action, and carriage. There are those who see in physical exercise no advantage except increased strength. They say a farmer's son has no need of calisthenic exercises, because he gets enough exercise with a pitchfork. I believe it to be a sacred duty for every man to make the best use possible of his body. Grace and dignity increase a man's power for good, and therefore it is clearly the teacher's duty to develop them. It is a good instinct that prompts the mother to send her sons and daughters to the dancing master in order that they may acquire freedom in the use of their limbs and an easy

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manner. It is a pity that in gaining these advantages they almost unavoidably acquire a certain French levity of bearing that insensibly but surely leads to a corresponding lightness of character. It is a shame that the dancing school should be necessary. The schools should provide for the culture of the rising generation in erectness of body and gracefulness of action by a simple and definite system of calisthenics and military drill. [You can tell a British soldier without a uniform in any part of the world.] The effects of drill in early life will be even more marked, than if it is begun in manhood. The difference between dancing and drill in influencing the character is very marked. Dancing gives superficiality and levity, while drill develops solidity, firmness, and definiteness. As an illustration of the effects of physical training in improving the bearing and carriage of a large body of children I may state, that I recently visited one of our large schools containing over eleven hundred pupils, with Dr. Barnardo, of London, England. He has a thorough personal acquaintance with the best English schools both public and private, and I found him to be a severe and outspoken critic. In regard to physical training, however, he frankly said that our pupils were "set up" better than in any of the English Schools. In a line of over five hundred boys he instantly pointed out one who showed no evidences of the same training that the others had. He was a boy fresh from the gymnastics of the hoe and the pitchfork. He probably had strength, but he was very deficient in manly bearing and gracefulness. The school he had attended deserved no credit for his strength, it was greatly to its discredit that he had a deformed body and an awkward gait. When the school was dismissed nearly six hundred girls marched down stairs and out of school in "fours" under the eye of Dr. Barnardo. He watched them till the last four passed through the door, and then said "Your boys surprised me but your girls are a much greater surprise. You could not find such elasticity of step, such freedom of movement, and such erectness of carriage in any girls' school in England." While visiting another of our schools during his recent visit to our city, His Excellency the Marquis of Lansdowne was very much impressed by the bearing of the boys, and he asked for a special report regarding the introduction of drill into our schools, saying that he thought it would be of great value in improving the carriage of the peasant boys on his English estates.

8. To increase the power of expression. The great importance of gesture as a means of communicating and impressing our thoughts is too frequently overlooked. There are few who are not influenced by definite and appropriate motions of the human body. I have seen an audience of four thousand people moved to laughter or tears at will by a deaf mute, simply by the oratory of his gesture.

A proper system of calisthenics practised in youth will make the graceful and harmonious motion of the arms, the head, the trunk and the legs a second nature, so that in maturity the whole body will respond readily to the thought that is in the mind, and appro-

priate gesture enrich and enforce the expression of the voice. The man who speaks only with his voice is shorn of a portion of his power.

9. To develop and define the moral nature of the child. This it does in various ways :

(a) By cultivating a prompt obedience to commands or instructions from those in authority. This is a discipline absolutely essential for every child. The child's own will power develops at first most fully by willing and complete submission to a superior will.

(b) Definite activity of the body reacts on the mind and will and strengthens and defines them. The wide sweep of the arms in response to the thought of freedom, deepens and widens the feeling and thought of freedom in the mind of the speaker.

(c) Drill by its precision develops exactness, and by its firmness of tread it leads to solidity of character. The very erectness of body produced by drill induces a corresponding effect on the moral character. You cannot make a boy stand firmly on both feet with his knees braced, his shoulders back, and his head up until this becomes his accustomed position, without changing his moral nature for the better. Of course the effects of drill in strengthening the moral fibre would be greater in early life than in maturity.

There is another department of physical training that should be given in Public Schools. I refer to the training of the hand to give the fingers more power and greater skill. I do not advise the teaching of any special trade, but urge the necessity for a specific cultivation of manual power and dexterity to qualify for more successful work in any trade or profession. To teach any particular trade in school will predispose all boys towards that trade as a life occupation a thing the school has no right to do. Another reason to show the inappropriateness of a trade as a means of manual training in school, is, that girls have as much right to this training as boys have, and girls could not be expected to work at a trade. Trade schools and technical schools of various kinds in cities and towns are exceedingly useful especially in manufacturing centres, but they are beyond the limits of Public School education. They may be regarded as utilitarian colleges or High Schools, and may very properly be conducted in connection with the ordinary High Schools of course of study in these institutions. The hand should be well cultured, without seriously impeding the progress made in the usual course of study in these institutions. The hand should be well trained, however, before the pupils reach the High School, first, because comparatively few pupils reach the High School; and second because finger training should be given as early as possible, before the fingers have become stiff and awkward. The hand is the most important instrument in executing the will of the being, and the executive, or operative, or constructive work of a man constitutes his chief means of existence, and is also the agency by which he can accomplish most for his fellow beings. It is therefore clearly the function of the Public School to cultivate manual skill.

"I have no time for this work," is the natural objection that many teachers will raise. Most of it should be done when the pupils are

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between five and seven years of age; when we are usually blunting their mental powers, and giving them a dislike for school by trying to teach them subjects utterly unsuitable to their development. But there is plenty of time for continuing the work in the lower classes, after the pupils have passed seven years of age. This is especially true in ungraded rural schools. One of the most difficult problems for teachers of ungraded schools to solve is "how to occupy the younger pupils profitably while they are at their seats, and other classes are directly in charge of the teacher." Froebel's Kindergarten occupations, needlework, and woodwork with knife and gimlet, will afford these classes interesting employment, and will at the same time cultivate the executive side of their intellectual powers, and give them a systematic manual training. Where sewing has been introduced into European or American systems it has been treated as something to be communicated to the pupils to be used by them in after years, and not as a means of developing skill. Another mistake has been to confine needlework, the only manual training usually attempted, to girls, although boys need such training most, and get least of it at home. Both these errors spring from the fundamental mistake already pointed out of valuing knowledge more highly than we do the being who is to receive it. Froebel aimed to train his little ones to use the left hand as well as the right, not as some do in order that they may have the left hand ready for use in case the right be injured or lost, but in order to secure a symmetrical development of the brain and nervous system.

For the sake of those who think they have no time for general physical exercises I make the following statements :

1. It is impossible for pupils to study sixty minutes in each hour, and the teacher who tries to make his pupils do so injures their health, prevents concentration of attention, and trains them to work at a lower rate of speed than they should attain. Pupils who study properly fifty minutes out of every hour, and take physical exercise for the other ten minutes will have better bodies, more knowledge, greater intellectual power, and happier dispositions than if they tried to study for the entire sixty minutes.

2. The improved discipline that results from the judicious use of physical exercises at the proper time saves time and prevents irritation both to teacher and pupils.

*Intellectual Training.* It will not be necessary to deal at length with this department of my subject. It has received the major portion of the attention of teachers for many centuries, and is certainly more familiar to teachers generally than any other part of educational work. Yet teachers still, both under-estimate and over-estimate their duty to their pupils in regard to intellectual storing and training. They under-estimate their duty by placing knowledge above intellectual power; and they over-estimate it by regarding school life as the period when education is to be completed, and by doing in most cases a great deal for the pupils, that the pupils should do for themselves. The teacher's duties in connec-

tion with the intellectual natures of his pupils may be stated briefly as follows:—

1. He should communicate knowledge to them. It would be a fearful waste of life to make each individual child undertake for himself the experiments and the investigations necessary to acquire independently the stores of thought and information accumulated during nearly sixty centuries. The teacher should give his pupil as much information as possible, both of a specific and a general character. The more he gives the better, provided that in the giving he does not weaken the child's independent desire for knowledge, and his power to gain it for himself.

2. The pupils should be trained to acquire knowledge for themselves. Knowledge is good, the power to gain it is better. A receptive attitude towards knowledge is a grand condition for a pupil to have on leaving school. At best he has learned comparatively little of even known truth at school. There are yet mountains of known and undiscovered truth for him to become acquainted with. The teacher should train him to climb. Real education only begins in school, and the pupil is doubly blest who leaves school with the power of acquiring knowledge readily from books, and men, and the vast world of nature by which he is surrounded. The child's intellectual powers may be classified into those that gather knowledge, those that classify it, those that store it, and those that use it. The great aim of teaching in the past has been to develop the storing power of the mind, leaving to chance the development of the other three departments. Storing is useful, training is infinitely better. The best test of the efficiency of a system of education is the after-school study of the men and women it has trained. Any system is a failure if the young men and women do not continue to study independently after they have passed the stage of school life. Some writers say "it is the teacher's duty to set the child going." The child goes more rapidly before he goes to school than he ever does afterwards. How a child does "go," physically, intellectually, and morally (or immorally) from three to five years of age! It is a serious thing for teachers to consider how far bad primary methods are responsible for stopping his natural going. Our duty is to keep him going, and to develop his intellectual going powers by making them do their proper independent work in acquiring knowledge. Acquiring knowledge, and receiving knowledge, are very different operations. We must not carry our pupils up the hill of knowledge. The old plan of whipping them up was better in many essential respects than that, in making independent men and women. Our best work in this respect is to teach them to climb.

3. Pupils should have a love for knowledge when they leave school. It is my duty, as a teacher, to see that they have this love. Destitute of this they have no motive to continue their education after they leave school. They have an intense love for knowledge when they come to me. Instead of losing it, it should increase as

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all other good tendencies and powers should increase. One of the most remarkable powers God gives to children is the ability to recognize the problems by which they are surrounded. Nature speaks very clearly to the little ones. It speaks most clearly to the men and women whose hearts are most pure and childlike. The greatest loss a child ever sustains, intellectually, is the loss of its power to recognize the problems by which it is surrounded. How many questions children ask us! What problems they bring to us for solution! No wonder they have been called interrogation points. Why do they ask us questions? Because among the thousands of problems they find and solve for themselves, they find a few they cannot answer without help. Note carefully the process of education by which the child in two years before he goes to school learns more of language, and science, and philosophy than he ever learns in five years afterwards. He finds his own problems, answers as many as he can, and brings the hard ones to his seniors for help. We absolutely reverse this process when he comes to school. We find the problems, and take them to him for solution, and that is the reason he loses the power to recognize the problems by which he is surrounded in after life. We are to-day surrounded by thousands of important problems relating to time and eternity of which we have no consciousness. Even in our own work of teaching we fail to advance as we might do, because we cannot clearly grasp the great questions for which we ought to find answers. We love to gather knowledge just as long as we are able to see the things we do not know. Our love for knowledge would never grow less, but would increase in intensity if our youthful power to recognize new problems were developed. One of the problems for us to recognize and solve in our teaching is, how to develop the natural ability of our pupils in discovering new questions, in order that they may leave school with a keener appetite for knowledge than they had when they first came to school.

4. The child should be trained to use knowledge. Knowledge is good, the power to gain knowledge and the desire for knowledge are better, but the power to use knowledge is better still. With the executive department of the intellect untrained, knowledge either communicated or acquired may be of little value to its owner or the world. There are thousands of men in our country who possess vast stores of knowledge, gained in schools and colleges, and in some cases by after study, who are exerting no influence in elevating our national life. Their knowledge is no more use than the same knowledge would be if printed in books and locked in a strong box. The education of such men has been neglected at its most important part. Can we train pupils to use knowledge in schools? Certainly. If our methods are right we shall make our pupils apply knowledge in every subject as soon as they gain it. Indeed they can know truth clearly only by using it. The old adage "We learn through the eye" is only partially true. We get material for knowledge through the eye. The modern maxim is "We learn by doing." I venture to sug-

gest as an improvement, we *grow* by doing. It is a pity to weaken the force of any educational maxim with a thought that elevates learning above humanity. When pupils are trained in every subject throughout every day of their school life by teachers who thoroughly understand the rule: "We grow by doing," the constant application of knowledge to the circumstances of every day life, and the continuous use of knowledge already gained in the acquisition of more, will induce the habit and give the power of using knowledge to advantage. Using knowledge is also the most certain and definite way of fixing it in our memories. I have done my duty to my pupils intellectually when I have given them an adequate start in knowledge, developed their powers of gaining knowledge, quickened and strengthened their desire for knowledge, and trained them to use knowledge in original thinking and in promoting the advance of civilization.

*Moral Training.* This is the most important department of educational work. The boy whose physical and intellectual natures have been developed to their fullest extent, but whose moral nature has been neglected, is certainly a greater power than if he had received no education; he is mightier than he would otherwise have been, but he may be mightier for evil. It is a fearful thing to give a young man the additional responsibility of increased ability without at the same time giving him more definite control over his evil tendencies. The teacher can avoid this evil by the influence of a definite adherence to right in the daily management of his school. Our words may be useful to influence our pupils for good, our actions are much more impressive than our words, but the combined influence of our words and acts sinks into insignificance compared with the effect of the acts of the pupils themselves in determining their own characters. The training we give our pupils in the performance of the smallest details of their every day work may mar or improve their condition in time and throughout the great forever more than all our teaching. Among the many things I may do for the moral culture of my pupils the following are important, and they may be accomplished without taking any time from the physical and intellectual work of the school.

1. Children should leave school with a deep-seated respect for law, and a clear recognition of the duty of submission to it. Disrespect for law comes from the conscious violation of rules at home and at school. Parents and teachers stupidly divide their rules into important and unimportant classes. No rule can ever be of so great consequence, as its keeping or its violation is. For instance a rule against whispering is intended to secure quietness and a condition favorable to study. Quietness and study, however important, are trifles compared with the effect on the character of conscious violation of the whispering rule. If such a rule has been laid down with or without the concurrence of the pupils, the conscious violation of it gives a positive training in law breaking. A rule in school corresponds to a law in society. The frequent, conscious violation of a rule, and in far too many schools rules are broken several times in a day, gives

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a positive training in law-breaking, and weakens the consciences and will powers of the children. Weaken a child's conscience and will and you have little left out of which to make a man or woman. A boy who obeys his teacher's rules only when he cannot avoid detection will not obey the laws of his country out of respect for the laws themselves but because he fears the punishment that will follow law breaking. The serious aspect of the case is that a man who does not respect the law of his country cannot respect the law of God. We should have as few laws as possible; we should never let our pupils believe that any law is unimportant; every law made should be faithfully executed in its smallest details, and the terrible moral consequences of breaking rules should be clearly pointed out to children.

2. The will power of the pupils should be strengthened by constant exercise in overcoming the weakening tendencies of our natures. This can be done in connection with every lesson. Take the simple matter of pen holding for an illustration. Every teacher explains the proper method of holding the pen, yet nearly all pupils are allowed to hold their pens improperly, notably by turning the hand over so as to rest on its side. Why do they do this? Because that position is the easiest for the muscles. Their knowledge and their judgment urge them to turn the knuckles up, physical comfort says let the hand lie on its side. What can make a boy turn his hand up properly? Nothing but his own will power. I may influence his will by reasoning or by punishment or rewards, but his own will power must make his hand take the right position in opposition to the natural, easy, wrong position. The function of his will is to make himself take the right course and do the right thing all through life. when his natural or acquired tendencies prompt him to do wrong. Every time he yields in the conflict his will grows weaker. Every time he triumphs his will grows stronger. Continued overcoming day after day even in penholding adds vigor to the will, continued failure even in this comparatively trifling part of a pupil's daily work will make the victories of life more difficult of achievement. Every study affords many opportunities for the will to assert its control, and the way the will is exercised during school life has a great deal to do with settling its strength and activity in future years. Teachers have an excellent opportunity to discipline the will power of their pupils by leading them to study earnestly those subjects for which they have no natural liking. Whatever motive the teacher may deem best to use in leading a pupil to study a distasteful subject, the will of the pupil must ultimately control him and direct his attention to the subject.

3. Every pupil should leave school with the conviction that he possesses independent individual power, if not creative originality. He should feel that he has received his knowledge and training for a purpose, that he is to be a producer and distributor of good in thought and action. He should not feel that he is a mere imitator. He should believe that he may have a power differing from that of

any of his fellow men. He should be sure that the universe would in some particular have been weaker, if he had never been born.

4. The sense of individual power should be deepened into a consciousness of individual duty. What an inspiration it is for a young man or woman to feel that in the onward progress of the human race towards the Divine there must be some special work for him or her to do that can not be done so well, or at so appropriate a time by any one else. The central thought of hopefulness for the true educator is that the universe is a vast unity that must again be brought into harmony with its centre, God; that man is to be the chief agent in accomplishing this result, and that the unity will be complete when each individual will perfectly perform his own part. There is no department of human work yet perfect. In every department of human labor each passing year brings new inventions, or new methods, or new systems. Each human being should be made to feel his responsibility for performing his own work in making the grand advance towards the complete triumph of right and the perfect unfolding of truth.

5. The teacher should aim to give his pupils an honest faith in themselves. This is necessary in order that they may accomplish the best work of which they are capable. One half the power of humanity is never used because men lack confidence in themselves. Consciousness of individual power, and individual duty will lead to individual faith. True faith is not that condition of self-satisfaction that regards further improvement as unnecessary. That is vanity. No man can have developing faith in himself unless he has complete faith in God. His faith in himself springs from the certain knowledge that God has promised to give him power sufficient for the accomplishment of his individual duty.

6. The best training we can give our pupils morally is to instil into their hearts and minds a love and reverence for God's word by the way in which we use it in connection with the devotional exercises, the family worship of the school. In regard to this I will simply quote the twice repeated resolution of this Association, that "he who cannot humbly, reverently, and lovingly read God's Word to his pupils is not fit to be a teacher."

The one thing to be guarded against most carefully in the moral training of young people is an undue stimulation of pure feelings, and good thoughts unless they lead to their legitimate end in unselfish activity. God's sequence is feeling, thought, decision, action. The last completes the other three in definiteness as well as aim. If good feelings and thoughts are aroused once without leading to generous action, it will be easier for the weakening impulses of our nature to resist good feelings and thoughts in future. Men very rarely do wrong negatively or positively through lack of knowledge of the right, but because right has not been systematically crystallized into activity in early years. To give spiritual and intellectual insight without securing the corresponding attainment weakens our pupils. Our duty is to strengthen them.

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I have tried to state the following principles :

1. The true aim of education can only be realized by first having a clear conception of the great truth that man is vastly greater than knowledge.

2. That true education should result in a conscious growth towards the Divine source of light, and knowledge, and power.

3. That the schools must aim to make a man's education symmetrical.

4. That the schools should make our bodies, more powerful, more enduring, more graceful, more expressive, and more skillful in accomplishing the will of our minds.

5. That intellectually the schools are responsible for communicating knowledge ; giving power to acquire knowledge ; preserving and developing a desire for knowledge which leads to systematic study through life ; and thorough training in and by the use of knowledge.

6. That the highest duty of the teacher is the moral training of his pupils. That he should train them to respect law and obey it, and develop their will power by continuous practice in overcoming the weakening tendencies in daily school work in connection with all subjects. That he should develop the desire to use knowledge for good and unselfish purposes ; lead them to believe that they have independent power, and therefore individual duties ; help to strengthen their faith in themselves by inculcating faith in God ; and awaken in them a reverent love for God's Word. If the whole human family were so trained, how rapid would be its conscious progress upwards.

The teacher of Michael Angelo lies near the resting place of his illustrious pupil. Over his humble grave lies a plain slab from which even his name has been worn by the feet of those who stand to gaze in admiration on the statue of Angelo. If we get a true conception of the grandeur of the beings placed in our charge, and the great work we may accomplish in them and through them, we will surely know that, however humble our positions, and however inadequately our efforts may be appreciated by our fellowmen, the results of our labors will stand forever not in a marble record, but in an ever widening conquest over error, and victory for truth.

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## IMPROVEMENT IN THE TRAINING OF OUR TEACHERS FOR THEIR PROFESSIONAL WORK.

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MR. S. MCALLISTER.

*Mr. President, Ladies and Gentlemen,—*

The subject which I have been requested to bring before you is one that we cannot afford to lay aside until the professional training of teachers is to some extent commensurate with the important duties they have to perform. When I was asked by the Board of

Directors to take it up I felt that it was but right that I should do what I could as one of the rank and file, to help forward a subject which I had urged upon your attention last year as President.

It may help to strengthen any recommendations I may make if I first of all point out what are the qualifications, in my estimation, of a properly trained teacher.

1. He must have ample knowledge of all the subjects in the school curriculum. So full and so thorough should this knowledge be that the school text-book should be but a synopsis of it. On no subject should the teacher allow the text-book to mark the limit of his information. It should serve him, at best, as a staff, not as a crutch. If he allows it to be the latter then he may expect soon to see stagnation in his class. That class should regard him with the same feelings that Goldsmith's villagers looked upon their school-master ; when

—"Still they gazed and still the wonder grew  
That one small head could carry all he knew."

A little learning is not only a dangerous thing, but a misfortune to a teacher, for one of the greatest pleasures that falls to his lot is that of imparting knowledge from a full mind to an interested class.

2. The skilled teacher must have a good knowledge of the science of education, so that he may have more confidence in practising it as an art. It is true that many of our best teachers have never made any claim to knowledge of this science, for the very good reason that it is only within the last few years that efforts have been made to put education on a scientific basis. Such teachers have arrived at the principles needed in their work by a process of induction, and have applied them often without any attempt to express them in words. What good teacher for instance has not regulated his efforts in the school room by such maxims as the following though he may never have met them in print :—

(1.) "The teacher's part in the process of instruction is that of guide or director of the operations by which the pupil teaches himself." Hence the saying of Comenius "The pupil learns by doing," or as Payne expresses it "Learning is Self-teaching." (2.) "As guide, the teacher must lead his pupil from the known to the unknown, from the concrete to the abstract, from the application of principles to the formation of rules and definitions." (3.) "The intellectual powers are strengthened and knowledge is increased by constant repetition."

I hope the time is not far distant when we shall have a text-book which shall place the principles of education before us in a complete and systematic form. Herbert Spencer, in his work on Education has done something towards this end ; Payne in his Lectures on Education has done more. Bain's book contains many grains of wheat mixed up with a good deal of chaff ; indeed it has too much the flavour of a book made to order.

3. Having mastered the principles of his profession the teacher has next to learn the best methods of applying them in his school-

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room work, in other words he has to study teaching as an art. Who has not been told as a boy that there is a right and a wrong way of doing everything. Of course it is the aim of the teacher to adopt the right way. Take for example the teaching of a First Book Class to read. If the fundamental principle of all good teaching which I have already referred to—that of letting the pupil do as much as possible for himself, is our guide—we will have no hesitation in adopting the phonic or word method. In the A, B, C method the greater part of the work is done by the teacher in telling first the names of the letters, and then the sounds of the words they make up, without arousing much intellectual activity on the part of the pupil; while by the phonic method the child is led to take an absorbing interest in the work, by sounding the words put before him which are made up of elements which he has been taught, or by writing the words he hears sounded. What I have said, which is but a faint echo of Mr. Wetherell's admirable paper on "Conservatism and Reform in Educational Methods" last year is still enough to shew how important a part the study of Method plays in forming the successful teacher.

4. We have thus far seen that the teacher must possess ample knowledge of the subjects he has to teach, that he must have a good knowledge of the scientific principles of his profession, that he must know the best means of applying those principles to practice, and now all that he needs, and this is by far the most important, is skill in teaching. This can only be acquired by practice, and if errors are to be avoided, and time saved the practice must be under skilled supervision. If a boy wishes to be a carpenter, a bricklayer, a plumber, or a machinist, he is placed under a skilled workman to practise the art. If a girl wishes to be a dressmaker or a milliner she serves her time under a competent dressmaker or milliner. If a young man wishes to be a dentist, a druggist, a doctor, or a lawyer, he has to pass a considerable time as student with a skilful man in one of these professions. Now no one will contend that the teacher's business is easier to learn than any one of these. Why then should not he have similar opportunities of learning it? If there is any better way for a young man or woman to acquire skill in teaching than that of serving an apprenticeship under a skilled master or mistress, I am ignorant of it. Such apprenticeship should last long enough to enable the student to apply readily the principles of his art by the best methods, to get rid of that feeling of awkwardness before scholars which always accompanies inexperience, and to administer discipline successfully in cases that require the shrewdness of a detective, the acumen of a lawyer, the wisdom of a judge, and the forbearance of an archangel.

I have now stated what are the qualifications of a skilful teacher. Let us see how far our system of education makes provision for them. In the High School the young student is furnished with all the knowledge in the ordinary subjects necessary to pass the non-professional examination for a Second Class Certificate. The possession of this,

or of a Third Class Certificate, is a guarantee that the owner is fitted by scholastic attainments to teach any class in a public school in the province. This may be accepted safely so far as the Second Class Certificate is concerned, but not with regard to the Third, and, as a matter of fact, many Public School Boards throughout the country, that of Toronto for instance, do not accept it, for they refuse to employ Third Class teachers. Armed with one or the other of these documents the intending teacher may begin his professional course by entering a County Model School. Here he spends thirteen weeks listening to lectures on Education, School Law, and Hygiene, observing others teach, and finally teaching classes himself. The principal of the school is responsible for the training of his student-teachers, and is expected to deliver 86 lectures to them—53 on Education and School Management, 11 on School Law, and 22 on Hygiene, besides doing the necessary clerical work in keeping reports, filling in forms, &c. One would think that this was enough to occupy his time during the Model School Session without being responsible for any other duty. Yet in only 27 out of 52 Schools last year was he free to give his whole time to this work, in the remaining 35 schools his time was taken up with ordinary school work for a good part of each day. I am able to give these facts from the very complete report of Mr. Tilley in the Report of the Minister of Education for 1886. The student-teacher besides attending these lectures is expected to review his work in some of the more important of the literary subjects, and to take lessons in Music, and Drill or Calisthenics. He has finally to teach 30 lessons, for each of which special preparation is required. At the end of the thirteen weeks the County Board examines the students-in-training, and, as is shewn by the Returns in the Report of the Minister of Education, gives 95 per cent of them certificates, by which they are empowered to take charge of any public school in the country, and to teach any or all the subjects in the Public School course. The Third Class Certificate is valid for only three years, and unless its owner can get it renewed he must either give up teaching or write for a Second. When those who hold Second Class non-professional certificates have taught for a year on their County Board professional certificates, they may apply for admission to one of the Normal Schools. There are no statistics of the Normal Schools in the Annual Report similar to those which Mr. Tilley supplies in his report on the County Model Schools, though I think it very desirable that there should be. But I am not allowed to be at any disadvantage on this account, for by the kindness of the Minister of Education I have been furnished with sufficient information to be able to say what the work of the Normal Schools will be, and this is important for my purpose, seeing that some reforms have been introduced. By the revised programme of studies as prescribed in the New Regulations, twenty lectures each will be delivered on the History of Education, the Science of Education, the Principles and Practice of Teaching, School Organization and

Management, Methods in Grammar, Reading, Writing, Arithmetic, Geography and History; ten lectures each on Methods in Euclid and Algebra, and five on Object Lessons. These subjects comprise the purely professional course. Besides these, forty lessons each will be given in Music and Drawing, and twenty each in Hygiene, and Drill or Calisthenics. These subjects, I am informed, are retained because in the pressure of High School work there is some danger of their being overlooked. But this is not the whole of the Normal School work, though it is all that will be recognized at the professional examination. The time of the masters will be filled in by giving twenty lectures each in English Literature, Practical English, Agriculture, Botany, Zoology, and thirty each in Chemistry, and Physics. The purpose of these lectures is to stimulate teachers to pursue scientific study in their leisure hours, and to enable them to present scientific subjects with greater benefit to their pupils. They comprise about one-third of the whole number to be given, but I am assured that the time to be devoted to them will not be more than three hours per week. In that case the lectures must not be longer than twenty minutes each. It is evident that the aim of this new programme is to confine the work of the Normal Schools more largely to their special function—professional work. I have no doubt that students who steadily pursue this course of study under competent direction will have their minds well furnished with the necessary knowledge for guidance in school-room work. But it is one thing to have this knowledge in the mind, and quite another to apply it in practice, and unfortunately the weak spot in this Normal School programme is the small amount of practice in teaching that can be provided. While the number of lectures and lessons given to students is about 450, the number of practice lessons in the Model School will not be more than twelve. What these practice lessons lack in number they make up in value, for one fourth of the total examination marks is given to them. One hundred marks is given for the lesson taught before the examiners alone, and most of the students I have no doubt will think this is fair value for it in view of the fear and trembling involved in the teaching it, as it has sometimes to be taught, before an examiner who does not, or will not, know how to place a student at his ease. At the end of the Normal School term the student passes his examination, and in ninety cases out of one hundred he gets his second class professional certificate, which is valid for life, or during good behaviour.

I have thus made a plain statement of the work that is actually done, or is to be done in the preparation of our teachers for their work. Let me summarize it. The Third Class teacher's professional training occupies thirteen weeks, during which he receives 86 lectures bearing on his work, is given opportunities of observing work done, and teaches thirty half-hour lessons, or putting the time of these together he teaches three days out of, say, sixty-five. The Second Class teacher, in addition to this training, has half a year at the Normal School,

during which he attends about 450 lectures and lessons, about 200 of these being in the purely professional course, and he teaches not more than twelve three-quarter-hour lessons. This gives him fifteen hours in the County Model School and nine hours in the Provincial Model School in practical work,—twenty four hours altogether, or not quite a week of practice in teaching to fit him for his life's work, and that work the most important that can be entrusted to any human being. Is it any wonder that with such facts as these before us we have complaints from the Inspectors about the crude work done in some of our schools, and these complaints will continue, and the Inspectors would be recreant to their trust if they did not continue, until an improved system of training our teachers for their professional work is organized. If we look at the United States we find matters no better, indeed one writer declares that more than one-half the schools of that country are in charge of untrained teachers. In no other skilled occupation would so little preparatory training be allowed. Our plan seems to be based on the belief that if a student is well grounded in his book-lore he needs but little practice to become successful. It is not thus that a man becomes a competent mechanic, a doctor, or a lawyer.

A logical course of training would be something like this:—A non-professional Course at the High School, followed by a professional course at the Normal School; when this is ended, an extended course of practice in teaching lasting at least two years under competent instructors, during which the lessons given in the Normal School should be strictly applied. At the end of this period the professional examination should take place, and certificates be awarded. This plan however may be at once consigned to Utopia, as being impracticable with us under present circumstances, and we must devote our attention to some plan that can be grafted on our existing system. I do not think I can do better than describe with some modifications the plan of professional training which I recommended at our last meeting.

Let the County Model School continue as at present, but let the principal be free in every school to devote his whole time to the students during the term. Let him have more time to give to lecturing on the principles of education, and the methods of teaching by taking some from that assigned to practice lessons. When the Model School course is finished, the students should be distributed among the various schools of the district under the directions of the County Board. Being placed in schools where there are competent masters or mistresses they could learn to teach, as they can only learn, *by teaching*. That they should not lose sight of the science, while they are learning the art, of teaching they should assemble at the end of each month at the Model School to review their work, receive lectures on the subjects of their course, compare notes, and receive suggestions. They should then be distributed to other schools so that their experience might be as varied as possible. The most profitable lectures at these monthly meetings would be those on Methods,



and could be best delivered by the local Inspector on account of his familiarity with the organization, management, discipline and teaching in the schools of his district. It should be the duty of this officer, too, while visiting the schools, to enquire into the efficiency and progress of each student, and if in any case he found a consensus of opinion unfavourable to any student to report the case to the Board of Examiners unless such student should see fit to withdraw before the examination. To secure greater efficiency in the County Model School a higher salary should be attached to the office of principal, and as his whole time should be devoted to the training of the students during the term, the Education Department should look to him only for the proper management of the work. I learn that in some places a man is hired for the Model School term to conduct the work of training. I fear that trustees who take this course have not a fair appreciation of the importance of the special work of the County Model School, and the Department should use every effort to discourage such a practice. Of the students who pass the examination those who get a very high per centage might be allowed to teach only one year before being allowed to write for a second class certificate, while those who get a low per centage should be required to teach two years, with the option of teaching a third year as a substitute for attending the Normal School to obtain their professional Second Class certificate. I am free to admit that this term of practice, even under careful and competent instructors, is not long enough, but in the matter of professional training we have hitherto been able to advance by very short strides, and I think it is as long as we can at present secure. Besides, the plan which I advocate is not new, it is one which, in its main features, has been tried in Toronto for the past few years with the best results. It is most instructive and interesting to see, as I have seen, with what ease and efficiency a young teacher fresh from the Normal School, who had previously spent a year in professional training in connection with our City Model School, will take upon herself the management of a junior class.

In regard to the work of the Normal Schools there is no doubt that the Minister of Education is moving in the right direction, and I would be quite content to have a new set of Regulations every year, if they prescribed similar changes to those in the Regulations now under consideration. But in view of the quality and quantity of the work these masters are expected to do they are very poorly paid. It is not creditable to this province that the salaries of our Normal School Masters are lower than those of some of our Inspectors and High School Masters. They should not be inferior to those of the professors in our Provincial University, and should certainly not necessitate the taking up of extra work to eke out a comfortable living. I would like to see them large enough to attract the very best educationists on the continent to fill the chairs. Now that the Minister of Education has made the work to be done in these schools of a more practical nature, let us hope that the mas-

ters employed in them will take their proper place as leaders in all matters of educational reform, and, by their influence, and example, will give a stimulus to the educational activity of the country. I observe that in the programme of studies for these schools one book is mentioned as a "Text-book" and another "For reference" in connection with most of the subjects. I infer from this that the text book will be relied upon as the principal source of information on any subject. Now I think we are not unreasonable in expecting that the lectures on the professional subjects at least should be delivered quite independent of a text book, and that any books that are mentioned in connection with these subjects should be for reference. I am quite sure that such lectures would be more valued by the students, and would afford a better example for them to follow in their teaching afterwards.

For the training of High School teachers some provision has been made, but it is quite as meagre as that for Public School teachers. Fortunately, the difficulties in the way of improving it are simpler. It is one of the healthful signs of the times that a Chair of Education is to be established at our Provincial University. Let us hope that efforts will be made to fill it with the most accomplished educationist that can be secured, whether in this country or elsewhere. The presence of such a man amongst us would exercise a most beneficial influence on the whole education of the country. Of course those undergraduates who intend to become teachers will be expected to attend his lectures as part of their university course. Their degree would qualify them for joining a Training Institute. After finishing the course there, they should be required to spend at least two years in High Schools as Assistant Masters. At the end of that time they should pass their professional examination. That this professional training is as necessary for them as for public school teachers no one will dispute. I have known young men, who took the highest standing at the University, prove themselves utterly incompetent to manage a class in a High School, from lack of some professional training.

In conclusion, let me point out just two among the many advantages that would result from the adoption of such change as I have suggested. 1. The longer apprenticeship would create a more decided professional spirit. 2. It would tend to give stability to the profession. Whether such changes as I advocate are adopted or not, of this I am certain, that if we are to keep in the van of educational progress we must by some means provide better professional training than we possess at present, to make our teachers worthy of their high calling.

## THE RELIGIOUS ELEMENT IN EDUCATION.

ALEX. SUTHERLAND, D.D.

The question underlying the theme I propose to discuss is this:— Shall our educational system be entirely secular, or shall the religious element, in the form of Christian evidences and Christian ethics, be incorporated therewith? In some quarters there is a disposition not merely to undervalue the religious element in education, but to ignore it altogether. Men sometimes speak of “Science *and* Religion,” or “Culture *and* Religion,” as though they were things entirely separate and distinct; while some speak of the “conflict” of science and religion, and others try to “reconcile” science and religion, as if they were positively antagonistic. The thought is misleading; the divorce is unnatural. Culture and religion are not antagonistic; the one is the complement, or, rather let me say, the one is the soul of the other.

1. An education which excludes the religious element is defective. In the nature of things it must be so, because it omits a vast amount of important truth. Considering the wide range of subjects open for investigation, human life is far too short to master them all; but while we may be compelled to omit some, perhaps many, subjects from the *curricula* of our schools and colleges, we should see to it that the most important are included, and, if character is to count for anything, there is no subject in the whole range of human studies that compares, in point of importance, with the great truths of God, and duty and destiny. The most serious defect in a purely secular education is that it supplies no adequate force for the development of moral character. If it be said that intellectual culture is sufficient for this purpose. I need only reply, in the words of Herbert Spencer—a by no means partial witness—that “the belief in the moralizing effects of intellectual culture, flatly contradicted by facts, is absurd.” If it be said that æsthetic culture is a sufficient substitute, I call upon John Ruskin—no mean authority—to reply, and this is his answer:—“The period of perfect art is the period of decline. At the moment when a perfect picture appeared in Venice, a perfect statue in Florence, a perfect fresco in Rome, from that hour forward probity, industry and courage were exiled from their walls.” And if it be said that our schools and colleges should confine themselves strictly to secular topics, leaving religious truth to the church and the Sunday school, I cite Victor Cousin to the stand, and I hear him testify that “any system of school training which sharpens and strengthens the intellectual powers, without at the same time affording a source of restraint and counter-check to their tendency to evil, is a curse rather than a blessing.

2. An education which excludes the religious element is untrue. The primary object of all true education is to teach the individual mind to think: and this ability to think should be made to pervade

universal society. If we have labourers, their pickaxes and shovels should think; if we have artisans, their spindles and shuttles should think; if we have mechanics, their saws and planes, their anvils and hammers, their mallets and chisels, should think; and, more important still, if we have voters their ballots should think. But while it is important that men should think, it is far more important that they should think true thoughts; and our schools and colleges must largely decide whether the thought of the future shall be false or true. Now, I maintain that no man can think truly on any important subject who has not learned to think as a Christian, because without this qualification he is as one who omits the chief facts from his data, and the major premise from his argument. Does a man think truly in natural science who sees in all the phenomena only matter only the play of natural forces, and in its combinations only a fortuitous concourse of atoms? Does he think truly in history who never sees God's finger in the destinies of nations, nor hears His footfall in the march of the centuries? Does he think truly in anatomy or physiology, who sees no evidence of Divine wisdom in the human frame, so "fearfully and wonderfully made?" I trow not. And as he does not think truly who excludes God from his thinking, so neither can he teach truly. He teaches only half-truths at best, and a half truth is often as pernicious as a positive lie.

3. An education which excludes the religious element tends toward infidelity and atheism. This must be its tendency in the nature of things; this is its tendency as matter of fact. We must remember that education is carried on by a twofold process—the knowledge communicated and the impressions produced. The one largely determines what the student shall know; the other determines what he shall become. Now what are the impressions that will inevitably be left upon the mind of a youth by an education that is purely secular? As a rule, the impressions will be that religion is a very secondary matter; that it has no legitimate connection with mental development; that it is out of place in the spheres of philosophy and science, and is antagonistic to the advanced thought of the age. If, under these circumstances, a student retains his belief in the Bible, and his reverence for God and religion, it is not because of his education, but in spite of it.

Some, I am aware, maintain a contrary opinion; but they overlook most important facts. They seem to take for granted that a human mind is but like a glass vessel in which a certain quantity of something we call "knowledge" is stored, which can be drawn upon at pleasure, but which has no effect upon the texture of the vessel; that whether the contents are healthful food, corrosive acids, or deadly poison, the glass remains uninjured. This is a terrible mistake. Knowledge introduced into, and impressions made upon, the mind do not remain distinct from it. They are woven into the very texture, so to speak, of the mind itself, giving new directions to thought, new colourings to our perceptions of truth, and a new bias to the moral nature. Moreover the years usually spent at school

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and college are the very years when the human mind receives its most decisive bent; when teaching, combined with surrounding influences, will do most to determine what the future character shall be—the years, in a word, when thought crystallizes into lasting conviction; when a permanent direction is given to moral tendencies; when habits both of thinking and acting receive a bias which is not easily changed.

4. An education which excludes the religious element is fraught with peril to the State. The foundation of national safety is national virtue, the moral sentiments of the people, rectitude in the private life of the citizen. But moral sentiments and moral rectitude must be sustained by adequate moral forces, and these Christianity alone supplies. To quote the emphatic language of Washington—"Reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principles." All history testifies that intellectual culture is no safeguard from moral vileness, ending in national degeneration and decay. Egypt, once in the van of civilization and learning, is to-day "the basest of nations," and the once mighty empires of Greece and Rome tell the same sad story. Where shall we find such philosophy, such oratory, such art, as in the land that gave to the world a Homer, a Pericles, a Demosthenes, an Aristotle? Where shall we find such jurisprudence, such statesmanship, such eloquence, as in the empire that could boast of a Justinian, a Cæsar, a Cicero? But where are Greece and Rome to-day? They have fallen. Their civilization lacked the conserving element—the salt was without savour, and was cast out to be trodden under feet of men.

Such examples are full of warning. The causes which led to national downfall then are in operation to-day, and history may repeat itself nearer home than we apprehend. If our civilization is to be progressive and permanent, if our institutions are to rest upon solid foundations, if freedom is to

"Broaden slowly down  
From precedent to precedent,"

if our liberties are to rest secure in the guardianship of public morality, our schools and colleges, where the leaders of thought are trained, must be permeated through and through with the principles of New Testament Christianity. In the words of De Tocqueville—"Despotism may govern without religious faith, but liberty cannot." A lofty morality is the only sufficient safeguard of the liberties of a free people, but "morality," says Dr. J. P. Newman, "without God as its authoritative reason, is but a social compact, a human stipulation, to be broken at will or enforced against will."

If I were considering the case of a pagan nation, my proposition would be conceded almost without demur. Let us take Japan as an illustration. There a vast nation has suddenly awakened from centuries of intellectual slumber. They have thrown open their gates to Western civilization, and the most marked feature of the awakening is a universal craving for education—a craving so strong that to

satisfy it the Government has organized a system of education embracing more than 50,000 Common schools, a number of High schools, Normal Training schools for both men and women, and an Imperial University, said by those who know the facts, to be equal in its equipment and in the ability of its professors to Oxford or Cambridge. The most superficial thinker cannot fail to see that these schools and colleges will be mighty factors in moulding the national character, and that they will largely determine what the future of the nation is to be. If now I submit the question—"Ought Japan to have an education purely secular, or one permeated throughout by Christian truth, and Christian influences?" scarce anyone will hesitate to reply, "The hope of Japan is in Christian education."

If, then, a purely secular education is unsafe for the awakening intellect of a heathen nation, on what principle is it safe for the growing intellect of a professedly Christian nation, unless it be on the supposition that we have advanced so far as to have no further need of God? It is confessed that when laying the foundations of an abiding civilization, an education with the savour of Christian truth is good; but some appear to think that so soon as the nation has got beyond its infancy, the savour can safely be dispensed with. "Be not deceived; God is not mocked. Whatsoever a man sows shall also reap;" and the nation that sows the wind of a godless education must reap the whirlwind of a swift and hopeless decay.

5. But what is meant by the "religious element" in education? Not the sectarian element, as some would have us believe; though, for that matter I would rather have my boy taught by the most pronounced sectarian, provided he were a godly man, than by the most brilliant teacher who ruled Christ and the Bible out of his classroom. The cry against "sectarian" education has been made to do duty on more than one occasion in the history of this country. Some have used it ignorantly, some thoughtlessly, and some for a purpose—that is, as a convenient way of exciting prejudice. But I plead for the religious—not the sectarian—element. Further, I do not mean the theological element. This is another mistake made by many: they confound religion with theology, and then seem to regard theology as something to be kept distinct from other studies and pursuits; and so they say, let our sons get their education in secular schools and colleges, and then let the Churches have their theological schools in which to teach religion to those who are preparing for the Christian ministry. I deprecate the misapprehension, as it is with others. I protest against the misrepresentations, as it is with others. The religious education for which I plead does not mean the study of sectarian theology. What, then, it may be asked, do you mean by the religious element? I mean—say, in the common schools of our country—(1) Such a recognition of God and our dependence upon Him, as will find expression in some simple form of devotion at the opening or closing of the school, or both; (2) the word of God in the school as a recognized text book, either

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in complete form or in the form of selected lessons ; (3) the inculcation by the teacher, on all suitable occasions, of the great principles of Christian morality, which have their basis in the Ten Commandments and the Sermon on the Mount. More than this I do not ask ; less than this I cannot accept.

6. I plead for a recognition of the religious element for the sake of our sons. If we knew that a year hence those sons, in crossing a wide and deep river, would be suddenly plunged into its rushing current, the knowledge would change some of our plans, at least, in regard to their training. Not a day would be lost in teaching them to swim, and perhaps not satisfied with this we would provide the best life-preservers money could buy, and would have the lads carefully instructed how to use them. The illustration is none too strong. In a few years our boys will be plunged into a sea where they must swim or drown, and where nothing but fixed religious principles will suffice to keep their heads above water, and sustain them until they reach the other side. Our sons, as they go forth to life's great battle, must face the same problems and grapple with the same foes that we have had to encounter. Shall we, then, send them forth unprepared—utterly unarmed and defenceless? Oh, surely not! But will an education that is purely secular supply the needed armour of proof? Nay; nothing but "the armour of righteousness on the right hand and on the left" can possibly shield them in the strife. If my statements seem extravagant, listen at least to the words of Professor Huxley, whom one is almost surprised to find on this side of the question:—"There must be moral substratum to a child's education to make it valuable, and there is no other source from which this can be obtained at all comparable to the Bible."

You may ask what difference it makes who teaches my boy chemistry, biology, anatomy, astronomy, or the like. It may make a tremendous difference, both in regard to what he is taught and how it is taught; for often the tone and spirit of a teacher goes farther than the instruction he gives in determining what a student shall become. In that most critical period of life when intellect is fairly awaking; when the youth is just becoming conscious of the mental power that has been slumbering within him; when he longs to explore new and untried regions; when he craves a wider freedom, and regards with suspicion whatever claims authority over his thoughts or actions; when he begins to regard intellectual culture as the highest possible good, and looks up to his teacher as an incarnation of wisdom, from whose *dictum* there can be no appeal; at such a time the teaching and influence of the class-room may make all the difference between moral safety and moral shipwreck.

If, for example, my boy is engaged in the study of biology, does it make no difference whether he hears from his teacher's lips that God is the only Author and Giver of life, or is told that life, so far from being a Divine gift, is only a spontaneous generation from lifeless matter? If he is studying the structure and laws of the human frame, does it make no difference whether he is taught to recognize Divine

power and wisdom in the marvellous adaptation of means to ends, saying with the Psalmist, "I am fearfully and wonderfully made. . . Thy book all my members were written, which in continuance were fashioned when as yet there was none of them;" or, on the other hand, is taught to believe that he is but the product of a blind force; that he came, by some unlucky accident, from the darkness of the past, and is speeding swiftly toward the deeper darkness beyond?

If he is studying the wonders of the starry universe, does it make no difference whether the instructions to which he listens be in the spirit of the Psalmist's confession, "The heavens declare the glory of God, and the firmament showeth His handiwork;" or in the spirit of the French atheist who said, "The heavens declare only the glory of Laplace and Leverrier?" Ah! yes; it does make a difference—an incalculable difference—a difference that can be measured only by celestial diameters.

7. I plead for a recognition of the religious element for the sake of the nation. Matthew Arnold has told us that the hope of the world is in its sages and its saints. In other words, Wisdom and Righteousness are the twin forces to save society from corruption and decay. The remark is good, though not particularly original. The principle was recognized by God, if not by man, far back in the human history. Ten righteous men would have saved Sodom; the seven thousand who had not bowed the knee to Baal were the consecrating force in Israel; and this consensus of Old Testament teaching is emphasized and confirmed in the New by the declaration of Christ concerning His disciples, "Ye are the salt of the earth." The future of this nation will depend upon the extent to which all its institutions—social, commercial, political—are permeated by religious principles, and this, in turn, will depend upon the education we give our sons and daughters. He must be blind indeed who sees no necessity for higher and better principles in both political and commercial life. Unless there be improvement in these directions the future forbodes disaster. In the school as well as in the home the remedy must be applied: religious principles must be interwoven with the moral fibre of our sons and daughters in the process of education, and not be put on as a convenient veneering afterwards.

The issues are far more serious than most persons seem to know. The real question as between the Christian and the secularist in this land is not the inspiration of the Bible, and the thousand and one questions which grow out of that; but it is whether the spirit of our educational system is to be secular or religious, and whether it is to be controlled by the Christian or by the secularist? Someone may say I am putting this too strongly: that there are numbers of people who are by no means sceptics, and even many who claim to be Christians, who think that religion is out of place in school or college. But a moment's reflection will show that such persons, whether consciously or not, are putting themselves on the infidel's platform, and

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are reasoning along his lines. The only difference is, that while he perceives the logical outcome of his argument, the others do not. He demands a purely secular education: they join with him, though not with the same end in view; but while the methods are alike, the results cannot be widely different. He would have a nation of atheists, made such by their education; they would have a nation of Christians, who are such in spite of their education. He would annihilate all belief in the existence of a personal God—all respect for His character—all reverence for His law; they would retain these things in the Church and the home, though joining to exclude them from the college and the school. But the result is the same. Between them both, Christ must seek the shelter of the manger, because there is no room for Him in the inn. He must be relegated to the companionship of the ignorant and the lowly, because they can find no room for Him in the misnamed culture of this age.

In the army of cultured teachers who serve in the schools of this province there are many noble men and women who feel the responsibility of their office, and that their whole trust is not discharged by drilling their pupils a few hours per day in purely secular studies. They long to lead them up to higher planes of thought and motive. But you meet with scant encouragement; few seem to sympathize with your efforts, and sometimes the thought comes, I may as well confine myself strictly to secular studies and leave all religious precept to the home and the Church. Be not so despondent. Remember you are working for the future, and although the fruit of your labour does not immediately appear, you shall reap hereafter with abundant increase.

"Take heart! the waster builds again;  
A charmed life old Goodness hath;  
The tares may perish, but the grain  
Is not for death.

"God works in all things; all obey  
His first propulsion from the night;  
Wake thou and watch! the world is grey  
With morning light."

One last thought let me leave with you. The influence you exert in moulding the moral character of your pupils will depend upon the extent to which you are yourselves imbued with the principles you teach, for in this matter more depends on what you are than on how much you know.

"Thou must thyself be true  
If thou the truth would'st teach;  
Thy soul must overflow if thou  
Another's soul would'st reach;  
It needs the overflow of heart  
To give the lips full speech

"Think truly, and thy thought  
 Shall the world's famine feed ;  
 Speak truly, and each word of thine  
 Shall be a fruitful seed ;  
 Live truly, and thy life shall prove  
 A grand and noble creed."

## EDUCATIONAL SCIENCE IN TEACHING MUSIC.

BY PROFESSOR H. E. HOLT, BOSTON.

*Is a practical knowledge of Educational Science essential in teaching  
 Music in Schools*

If we ask the professional teacher and expert in educational matters, whether or not a knowledge of educational principles and their application is essential in teaching arithmetic, reading, writing, and other branches taught in schools, he will tell us that no one is qualified to do the best work in teaching these branches who does not understand the principles of educational science, and their general application to the subjects taught. We have progressed far enough in the study of educational principles and their application in teaching, to believe that there is but one true educational method of teaching *any* subject, and that this true educational method is *applied educational science*. While every teacher should have his own manner, ways, and means of teaching any subject, he is a good or poor teacher to just the extent that his manner, ways, and means are made to conform to the natural laws which underlie the growth and development of the mind. The person who knows nothing of these mental laws and their application in teaching a subject, cannot be considered in any sense a teacher of that subject, however learned he may be in it. Little children in our primary schools can be taught tones and semitones, major and minor thirds, perfect and augmented fourths, perfect and diminished fifths etc., as *mental objects*, just as readily as they can be taught simple numbers and their combinations. But no person however proficient he may be as a *musician* can obtain these results without a knowledge of educational science and its practical application in teaching music. Great improvements have been made in teaching all languages in all countries by a closer application of educational principles. Music is a "universal language." No other language is so generally recognised and taught in all countries. Such is the simplicity of the elements upon which the language of music is based, that educational principles can be more easily and successfully applied in teaching it than in teaching any other language. Notwithstanding this fact, there is no other language in the teaching of which true

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educational principles, are so utterly ignored and disregarded. When we give more attention to the study of educational science and its application in teaching music, many of the foolish ways and means (sometimes called methods) now in use will disappear, and music will be well taught more universally than any other subject, because the elements are more simple and educational principles can be more easily and successfully applied. The *science* of music is a most profound mathematical science. The notation of music as it is usually taught is a mathematical puzzle; when we take up the study of the value of notes and their corresponding rests from the standpoint of their fractional names, the study becomes a mathematical puzzle, and if we succeed in working out the puzzle we are still no nearer a knowledge of the real concepts represented than when we commenced, but *fortunately* neither the mathematical science underlying the arrangement of the pitch of sounds, nor the fractional names of the notes and their corresponding rests used in representing the pitch and duration of sounds, are at all necessary in order to sing intelligently by note. There is no true elementary teaching which does not hold the mind in constant contact with the real objects of thought until they are known. Constant presentations and repetitions must be made until an impression of the fact is clearly established in the mind. The real objects of thought in music are not signs. The names of the signs or characters used in representing the pitch and duration of musical sounds are of no more practical value in reading music or singing intelligently by note than the names of the Chinese alphabet. The names of these characters are only useful as they are convenient in talking about the subject, and they should be learned incidentally in this way. The amount of time wasted in teaching music, and devoted to the teaching of mathematics and drawing by the average music teacher in schools, is appalling. All of the time spent in working out the mathematical transposition of the scale, and combining notes and rests of different values into measures, is just so much time spent in working out mathematical puzzles which have nothing whatever to do with the teaching of music and which are of no value in learning to sing intelligently by note. All of the time devoted to drawing the staff, clef, notes, rests, and all characters used in representing music, is just so much time devoted to practice in drawing, pure and simple, and not to the teaching of music. This kind of training may be well enough if proof reading and written examinations upon the notation are the objects in view. There should be no written examinations in questions and answers to ascertain what children know about music. A written examination in singing is an absurdity. All such examinations are tests upon the written signs only, and are no indication that the pupil has any knowledge of the invisible concepts represented. And yet these written examinations in music are more frequently given than any others. In teaching this subject in schools the mathematical science of music, and the study of signs used in representing music should give place to Art. Children should

be taught the art of singing intelligently by note. We might as well say that children should not see and enjoy the variety in color and fragrance of beautiful flowers until they can understand the mystery which causes this variety in color and fragrance, as to say that children shall not hear and make with their own voices and enjoy the succession and combinations of sounds, of which the most elevating and inspiring music is composed, until they can understand the mathematical science which underlies the arrangement of these sounds and their combinations, and the names of the signs used in their representation. The application of educational science in teaching music is to us as educators the great and important question of the hour. The same underlying principle should be applied in all departments of musical instruction. Upon the proper understanding of this question depends not only the employment of different devices used as notations, and the confusion which must inevitably follow their use, but the success or failure of music in our schools. We have no hesitation in saying that a knowledge of educational science and its practical application in teaching music in schools is not only indispensable to good work, but that all failures in teaching this subject can be traced directly to a want of this knowledge and its application. Teachers are successful in teaching this subject just in proportion as they understand the natural laws which underlie the growth and development of the mind, and are skillful in presenting the subject in accordance with these mental laws. From this we shall see that music is not the first and most important thing to study as a preparation for teaching this subject, we must first study the mind and the laws which govern its growth, we must then learn to make the presentation of music to the mind in such a way as to awaken mental activity and secure growth and development through this activity, and in this way give the mind command of its musical powers. No matter how good a musician a person may be, no matter how well he may be able to sing, no matter how well he may be able to play upon musical instruments, a person may have all of these accomplishments and still be utterly unfitted to teach this subject in schools, or any where else for that matter. No person is qualified to teach in the best manner who cannot make a clear analysis of the mental processes involved. No person can be successful in teaching children to think in music, who has not made the mind and the laws of its growth a careful study.

The time has come when if the musicians of this country, are to exert an influence upon the teaching of music in the public schools, they must study this subject very carefully from the standpoint of the professional educator and teacher of other branches, rather than simply from the standpoint of the professional musician. If we are to regard all persons as eminently qualified to take charge of the instruction in music in the public schools, when they can pass successfully the examination required by the M. T. N. A. in this department of musical instruction, the time will soon come when the certificates of qualification from that Association will not be

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worth the paper upon which they are written. I am aware that this statement will be regarded by some as rank treason, but I believe it will prove true nevertheless. The most favorable indication of a genuine reform in the teaching of music in public schools at present, is the intelligent criticisms made by educators and the teaching profession generally upon the methods employed by the professional music teachers in their work. Our methods of teaching music must conform to and embody the principles of educational science as applied in teaching all other subjects. In no other way can the teaching of music in schools be placed upon an educational basis and be generally and successfully taught by the regular teachers in the same manner as other branches. The teaching of music by the regular teachers in schools is just as practicable and can be made just as successful as the teaching of any other subject. In the first place, very little is yet known of the ability of the mass of children to learn music. While children will vary in this as in all other natural endowments, I believe there is no one faculty or gift which has been so generally and lavishly bestowed upon the human race as that of music or tone perception. But what has been done in the past to develop this natural gift which contributes so much to the elevation and happiness of mankind? When we look at all of the inventions in the way of notations and the mechanical devices invented and intended to make the study of music easy and bring it within the reach of the masses of the people, we find that all of these inventions and devices are only means for making it easy to acquire a knowledge of the signs of musical ideas, not music itself. This is study and effort in the wrong direction, it is dealing with the mathematical science and visible signs and not with the invisible things. But when we take for our guide the principles of psychology and apply the infallible laws of educational science and confine our operations to the real things to be taught in music, the whole subject assumes an entirely different aspect and we go from the study of the science and signs of music to the study of the mind and the laws which govern its growth, and observe these laws in our teaching. All other studies have for a foundation this basis in principle, and music must be no exception to the general law. This must be the standpoint from which to study this subject if we would be successful in teaching it. The general truism in teaching all subjects "The thing before the sign of the thing and one thing at a time" has been repeated times enough in connection with the teaching of music but has a practical application of this general truism and fundamental principle been made in teaching music? Have we gone down to the bottom rock foundation and ascertained what the real things in music are? If we have not, then there has been no intelligent beginning made. "All mental action comes at first to the brain through the senses." The senses of hearing and physical touch are the only senses through which to reach the brain with the real concepts in music. The sense of hearing is our only avenue to the brain in teaching the pitch of sounds. In teaching rhythm we can add to

the sense of hearing the sense of physical touch. The real things or objects of thought in teaching music must therefore be things not visible to the eye. Before any intelligent beginning can be made in the application of educational science in training the mind to think in music, we must decide what constitutes the real units or objects of thought to be presented to the mind. Music is composed of two separate and distinct subjects each of which must have a unit or object of thought upon which the study of the subject can be based. When we consider the teaching of music from this educational standpoint and these fundamental truths are comprehended and understood, as they are in teaching other subjects, there can be no question regarding the proper basis from which to work. With the question settled of what constitutes the whole thing in Tune and Time through which to study these subjects, we have a common ground upon which all can stand and from which this whole problem can be very easily solved. Fortunately for the cause of music these questions are not mere matters of opinion to be decided by this or that person's whim or previous habits of thinking in music; they are facts that can be demonstrated beyond the shadow of a doubt. They are truths which have a foundation as firmly established as the eternal hills, and all intelligent musicians and teachers will accept them.

The major scale is the series of sounds upon which the whole superstructure of music is constructed. It contains everything there is in music, and furnishes the true basis from which to work. It is the key through the use of which the great and intricate problem of intervals can be very easily solved. This series of sounds must therefore be regarded as the unit or object of thought to be presented to the mind in studying the pitch of sounds. This fact established and we have an infallible law in educational science for our guide. This law requires that an object of thought shall be first presented to the mind as a whole thing, after which we are to analyze and study its parts. In no other study will the application of this law unfold the intricacies of the whole subject, and open up the way to a more beautiful and systematic development of the mind regarding the subject. The results following a skillful application of this law in training the mind in musical sounds are truly wonderful, but they are very easily accounted for when the simplicity of the mental processes are understood. These are the processes in sense perception training, pure and simple, doing away with a study of the complicated signs entirely. Viewed from this educational standpoint all the inherent effects of music itself are brought to our aid in teaching the subject. The impression made upon the mind by the characteristic quality of each sound in its relation to the unit or whole thing, is the all important factor in training the mind to think intelligently in music. This applies as forcibly in the study of time as in the study of tune. We must make no mistake regarding what constitutes the real units or objects of thought to be presented to the mind in studying the two subjects (Tune and Time) upon which the whole superstructure of music is based. An error here at the

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very foundation of our work in training the mind in music, and our whole building will topple and fall. But with a solid foundation resting upon the whole thing in these two subjects upon which to rear our superstructure of mind training in musical thought, we have a building that can never be shaken, because it is founded upon the unchanging laws of nature which underlie mental development. The development of tone perception in music from the standpoint of educational science is an unexplored field, in which the virgin soil is as deep and fertile as the capacity of the human mind; it will yield a most bountiful harvest in musical development when properly cultivated. But no novice in Nature's laws can till this field, he must know what, when, and how to plant and cultivate. Nature will be as true to herself and adhere as persistently to her own laws in mental growth and development as in vegetable growth and development, like will produce like. The farmer who would sow a field with tares and expect to reap an abundant harvest of beautiful golden wheat would be called a very foolish farmer. The teacher who sows the positive pitch seeds of flats, sharps, and naturals, mixed up with whole, half, quarter, eighth and sixteenth notes, and all of their corresponding rests, and expects to reap an abundant harvest, in a knowledge of the beautiful combinations of sounds, and a vigorous growth in musical intelligence generally, is no less foolish, and is doomed to disappointment. In the vegetable kingdom the mistakes of the ignorant farmer can be corrected by his own experiments and observation; for him Nature is very indulgent, she remains in the same receptive condition. It is not so with the virgin soil of sense perception in the field of our operations in mental growth and development. If the soil of sense perception remains uncultivated, its fertility "runs out." If the first year of school life is wasted the most favorable time for securing a luxuriant growth of the musical nature is lost. The great value of the analytic principle in teaching is no where shown to greater advantage than in teaching the two subjects of tune and time in music. The laws of association and the relationship of the different parts of the unit or whole to the whole thing can be illustrated and used to greater advantage in the study of the pitch of sounds than in almost any other subject. The importance of this mental training in music through this process in early childhood cannot be overestimated. The value of proper instruction in the public schools as a foundation for all subsequent training in all departments of musical education can hardly be appreciated. But to be of any practical value this instruction must be of the right sort. The child must be put in the same relation to the subject of music as to all other studies. The major scale as a whole is the only thing to be taught by imitation. Rote singing as a means of mental training in music from the educational standpoint is an absurdity. It is a positive hindrance to thorough work and should only be used as a means of recreation with very small children. The idea that a teacher must sing or play in order to assist the pupils in working out their problems in music must be abandoned before we

shall secure any appreciable intelligence in music in our public school work. The use of musical instruments as a means of instruction must also be abandoned. To take any other position would be simply a confession of weakness as a teacher. The teacher's office is to awaken mental activity, stimulate thought and develop musical power through the pupil's own efforts. If we would have tuneful singers we must first establish clearly in the mind their proper relation to each other, the succession of sounds known as the major scale upon which all music is constructed. This can never be done by imitating an imperfect instrument. It must be accomplished by a careful systematic training of the mind through practice in thinking and producing these sounds. Rote singing will never accomplish this. A musician in the common acceptation of the term is not necessary, for this work. The most favorable time for this important work is the first year of school life. There is a way of approaching the study of these sounds which will secure tuneful singing. When these facts are fully appreciated, there will be a change in the manner of teaching music in schools and we shall begin at the foundation instead of at the top to build.

Our prejudices are often the greatest barriers to our progress. There are people who are very ready to give an adverse opinion upon any proposition that does not come within the scope of their personal comprehension of the subject. They do not see the principle involved, consequently it must be "all nonsense." This has been very forcibly illustrated by the manner in which some have received the idea of teaching, time, or I should say of indicating to the mind the strength and duration of sounds in music by means of a time language. It is safe in all matters of education involving psychological principles in teaching, to reserve our opinions until we have thoroughly investigated the subject. I cannot better illustrate the views taken of this subject by persons trained in different ways than by repeating a conversation I had with a gentleman upon this subject within the last few days. This gentleman is one of the most prominent educators in the West, a man who recognizes educational principles very quickly. After visiting the lowest primary grades and witnessing the proficiency of the children five years of age in singing any interval in any key, he said, "I see your principle there Mr. Holt, I see your unit and the relation of its parts. I see how by the characteristic quality of each part in relation to the whole you work out the entire problem of intervals in music. That is all very plain to me, but I do not see the same thing in your time language. I admit that it ought to be possible to apply the same principle and make the study of time as simple as you have made the study of tune. If you say the language accomplishes this I am ready to accept it, because I know you are governed by educational principles in your work, but I do not yet see the application of the principle." I assured him that it was there and that I could enable him to see it clearly in fifteen minutes. He said, "I am ready, go ahead," and our conversation ran as follows:



In the first place we must go back to the very beginning and find our unit or object of thought to present to the mind. "Very true, what is it?" As in the study of tune, it is an invisible thing. It is a group of pulsations or accents that vary in strength or intensity. This difference in strength is the important factor. Now there are just two senses through which we can reach the brain with this idea. They are the senses of hearing and physical touch. I then gave him a clear idea of two, three and four part measures by giving him the right number of pinches in groups, each pinch corresponding in strength to the strength of tone or accent which goes with each part of the measure. I then gave him an illustration of the same thing through the sense of hearing. He said, "All right, it is clear so far." Now we will take the group of four accents or a four part measure. We have a name for each one of those accents. Tā is the name of the principle or primary accent and Tō is the name of the medium strong or secondary accent and Tā and Tē are the names of the weak accents. "That is all very beautiful and very systematic so far, but where is the application of the principle?" But wait a moment, do not be in too much of a hurry as we are just getting ready. Now you place the tip of your tongue against the roof of your mouth just back of your teeth. When you give the syllable Tā which is the name of your strong accent press the tongue firmly and give the name with an explosion of the breath; do not use the voice but aspirate the syllable, then when you name the first weak accent Tā just touch the tip of your tongue to the roof of the mouth very lightly and the others in like manner. Do you see that I have transferred the effect of those pinches or physical touch or pressure, to the tip of the tongue and that the two senses of touch and hearing are *combined* and *concentrated* in the *giving* of the language? That you have only to sing the sounds of an exercise in strength as indicated by the language, and you are singing in time? Do you see that Tā, Tā, Tē, for instance names the strength of the three accents in a three part measure and that if this idea is clearly established in the mind that  $\frac{3}{4}$ ,  $\frac{3}{4}$  or  $\frac{3}{4}$  time are all *one* thing and that the fractional naming of these different kinds of notes has nothing whatever to do with the naming of the concepts which they represent. Do you see that the old way of learning the fractional names of these notes and attempting to measure their values by set motions of the hand called "beating time" is bringing in an immense amount of rubbish which stands between the mind and the real objects of thought and must therefore be a hindrance to the pupil's progress? "That is enough Mr. Holt, it is all clear to me now and I see that it is wonderful in its simplicity." All true educators will see the principle involved, as this gentleman saw it, when it is explained to them. How long will it take *Musicians* to recognize these fundamental truths?

## THE TEACHING PROFESSION.

REV. E. A. STAFFORD, M.A., LL.B.

If a large stone were rolling down hill but one question would arise in our thoughts concerning it. What effect may it have upon property? What injury may it cause? No one would be anxious about the effect upon the stone itself from rolling down hill.

But if it were a house two questions would arise. I once saw a small church moved down quite a hill. It was much jarred, and every eye could see that the roof had a tendency to move down the hill much more rapidly than the foundation. Half the people passing would say, "It will be torn into pieces. It will be good for nothing but firewood." The rest would say "It will kill a number of people yet. The men are fools to work near it."

There was one question concerning the effect of its strange journey upon itself, another concerning the danger it brought to men and property.

Now a human being passing through this world is not a stone rolling down hill. Concerning every such life there arise the same two questions as in the case of the church referred to.

*First*, How will the course chosen affect the person himself?

*Second*, How will it affect his influence upon society?

I wish now to follow where these two questions lead in considering the Teaching Profession.

First what is its effect upon the teacher himself?

1. Now I think the calling is favorable to the physical manhood.

I remember that it was not so considered when I was a teacher. It was thought to impose such burdens of duty as were sufficient to break down the strongest constitution. But I think I understand this now. A larger proportion of young men, or even mere boys, were fully fledged teachers than could be found in any other profession. Many from farms and other lines of very active life entered the desk. Such persons knew nothing of a physical breakdown, and thought they could stand anything. They neglected exercise, and so by outraging all the laws of health failed. Add to this that many were at the same time trying to do full work as students, often in medicine, while doing all that the teacher's vocation imposed upon them. The results from such facts were sufficient to give to this calling the reputation of being a health destroyer.

It is not possible to state the results of comparisons of this with other professions as to longevity, because a small proportion of all who teach at all, do no other professional work for a lifetime. Even yet large numbers enter and then leave the profession after a few years. But there are some splendid examples of gentlemen and ladies, hale and happy in advanced years, after having spent a life time in this profession.

Then, in several particulars the conditions of the work are decidedly favorable to health and longevity. The subject of Hygiene is taught in schools. The teacher's attention must be fixed upon its laws. Athletics have come to be more intimately associated with this profession than with any other. Rowing crews are almost one department of the regular work in great schools. Gymnasiums are provided for the use of scholars where practicable, and certainly the idea of physical exercise is bound up in all workable plans of school training. So that of all persons teachers are not allowed for want of reminders to lose sight of the necessity of caring for and developing the physical manhood.

Then the work of the profession allows time for physical exercise.

Certainly any one would be very simple to suppose that all of a teacher's work is done in the six hours out of twenty-four when his presence is demanded in the school room, but, even so, all have, as much as teachers, to work outside of regular hours. Book-keepers, bank clerks, lawyers; but the teacher has the advantage of feeling that if need be he can take the time after or before school hours for himself when he will. This is one of the special advantages of this profession. It has its fixed hours of labor. In this respect compare it with either the clerical or medical profession. No clergyman or physician can confine his labors to any particular hours. There is no hour either by day or night in which he may not be called to duty. The consequence is that he is under constant tension. Then there is the advantage of the regular vacations. Except in the strongest churches, clergymen have no vacation at all. Even in these the clergyman is absent with a feeling that it is a loss to his church.

The medical practitioner can have no vacation for even a day without loss. The lawyer may escape from courts, but not from his office. The world's business must go on, and he must be ready to attend to it. Then the lawyer is subject to such a strain as is felt in no other profession. He cannot go to court in a stupid condition without disaster. If the teacher is sometimes not quite up to the normal, still he can go creditably through his routine work and no interest suffer. But certainly it is better if he can always be at his best. By so much I find this profession, if rightly used, favorable to physical health and long life.

One other point is worth referring to in this connection. It is not an uncommon notion that studying is very dangerous to health. "He killed himself by studying" is a remark I have heard of a young man deceased at twenty, who had never gone so far as the Binomial theorem, and outside of mathematics his attainments were not equal to the Intermediate.

"You are studying too hard" is a warning given again and again to a young teacher who having left a farm, by totally neglecting physical exercise, and not decreasing the amount of food nor changing its quality, has naturally and necessarily suffered some loss of tone.

Now I want to protest against such ignorance. Intellectual activity is an essential condition of perfect health, and length of days. More danger of dying from inanity than from too much study.

2. Let us see the effect of devotion to this profession on the individual morally. And certainly no pursuit is more adapted to develop the highest moral tone. Its primary qualification includes moral purity. It is as necessary that the teacher's life be pure as it is that a clergyman's be pure. As a rule teachers do live pure and blameless lives. None more so. Their thoughts become conformed to moral purity.

Again it is a walk in which one looks only upon the best side of life. Equally with the clergyman he is received into the homes of the best people, on terms of friendship and equality, without any reference to the wealth he may or may not possess. A merchant or other business man must work half a life time in accumulating wealth, before his money will be sufficient to buy for him an entrance into the same grade of social life into which the teacher is received without question. Now this is decidedly a great moral advantage to any one.

Compare the effect upon the character of the pure and spotless associations of this calling with the moral effect upon himself of the life which, say a saloon-keeper sees, or even a bailiff or a sheriff, or warden of a prison, or a lawyer, or a judge. This is not saying that these are not pure men; but that a greater force of resistance is necessary in each of these cases to maintain moral purity. Constantly looking upon life on a low plane, and in a deformed condition, cannot but be depressing to the moral tone.

Nor can any vocation in life be more favorable to spiritual religion. Concerning our inner conditions and the immortal life beyond, we all feel that there is much which we do not know. We long for the certainty we felt in childhood. We go back to childhood for examples of unquestioning faith, and in its guileless conduct we find the reproof of our growing distrust in age. The fidelity we find the reproof of our growing distrust in age. The teacher is every week in contact with examples in human life of the greatest religious susceptibility. To say the least this is favorable to faith in the unseen, and to a spiritual life in perfect sympathy with that world, as compared with a life where all one's best instincts and longings and hopes are constantly open to contradiction, and insult, and ridicule!

Why the fact is that this profession is the born heir to all the motives that make moral excellence desirable, and to all the helps that lift men up the moral scale, and to all the hopes that shine in eternal beauty on the glory crowned summit!

3. But the opportunity for intellectual culture afforded by the teaching profession may be regarded as its crowning advantage. Yet this is not wholly without discount. The greatest danger perhaps to the occupant of this profession lies along a line parallel with this advantage. This is the danger of becoming neglectful of any higher development. This comes of the fact that the profes-

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sional work is routine work. This is more true of this than of any other professional work. There is certainly room for originality, but the originality can only move within lines which are rigidly set. There may be originality in detail, but not in general plan. There is danger that one's motive may grow sluggish, and lose interest in studies outside of what is necessary to perform his daily routine work. A medical practitioner may become intellectually dormant, and act simply as a machine to administer a few well-tried remedies in a mechanical manner. There is more than one clergyman with whom intellectual activity is at an end, and his mental work consists simply in turning his pile of old sermons bottom upwards at regular intervals. So there is danger of a teacher resting satisfied in his ability to get through the regular routine work of his department. And this the more because the lower ranks of professional service may be reached without having advanced far enough in liberal studies to discover what marvellous powers to go forward on its own independent resources are possessed by the mind. There has been so much dependence upon a teacher in gaining present qualifications that one is in danger of not attempting any farther progress, especially into new and untried fields, for want of a teacher. This is a mistake. Given a knowledge of the first reading book, and of the laws of arithmetical notation, and of the alphabets of dead and foreign languages, there is no department of knowledge closed against the man or woman who is willing to lay upon its threshold the price of his own sacrificial toil. Even classical languages and literature may be so far and so correctly mastered as to afford infinite satisfaction to the student. Notwithstanding all that is correctly enough said about the necessity of costly and elaborate apparatus for the study of science, still with very simple and cheap appliances the industrious and independent student may advance so far into the elements of any of the sciences as to be able to read intelligibly the books and lectures written and published by the mighty pathfinders in every department of truth locked up in the great secrets of nature.

The elevation of what was once only an employment or a temporary business into a regular profession is peculiarly favorable to the intellectual development of the individual engaged in teaching. By this fact a stimulant is laid upon every one though employed in the humblest ranks. He may look up to the very highest positions as within his reach. Promotions will be from the ranks if there is competency to be promoted. The honors will crown the brow of efficiency. Every reason urges the teacher to make the utmost of his intellectual manhood.

4. There is just one other educating circumstance belonging to this profession which it seems to me of consequence to mention. That is the small financial remuneration which is given to it. This is assuredly the one great weakness of it. The teacher's pay is entirely regardless of his mental and literary qualifications, or of the sacrifice he has made, and the money he has expended in acquiring

them. The payment of no other professional labor is regulated wholly by the conditions of demand and supply. The lawyer and physician are rewarded by what may be called a customary fee. The law regulates the pay they may receive for any service. Competition may decrease the amount of work any one lawyer or doctor may be called upon to do; but it cannot decrease the sum he has a right to receive for what he does do. Custom fixes that. And so is it with pay in the civil service. Every place in the civil service in every land could be filled in twelve hours time with thoroughly efficient, new hands, and the same thing repeated every month of the year. A thousand men could be found willing to fill every vacancy. Nevertheless, this intense competition for places does not decrease the amount of salary attached to every position. That is regulated by custom. So is it also with the salaries of clergymen, and officers in financial institutions, and a rich man would scorn the idea of opening the places in his service to competition. He demands competency in the applicant, and whether one or one hundred apply the salary is the same.

Yet while custom has so much to do in the regulation of salaries in other lines when it comes to the employment of a teacher, except in the case of a few Metropolitan Schools, the Board will come down with the pertinent question, "What do you ask?" and then aim at a reduction of the modest sum which may be mentioned as a reasonable salary, by seeking someone who will work more cheaply. It is this one weakness of the profession which causes an unsettled feeling in it; and, especially in the lower ranks, the teacher feels himself ready for any reasonable offer to enter upon some other line of life.

I have often thought that it would be legitimate for the Government to fix the minimum salary of teachers and so save this noble profession from being devoured by the ravenous fangs of the fierce demon of competition—a beast called by the respectable name—the law of demand and supply—with a face as plausible and honest in expression as the smile of nature, but as destitute of all reason and judgment as that same smiling nature when, in the avalanche, it leaps down the mountain side, or in the torrent, it rushes through a gorge, sweeping rocks and trees, and houses in its course!

It is a hopeful sign that things are not as bad in this respect as they once were. Now a good many school boards have their salaries fixed, and competition does not affect them; but even so, they are far too small considering the class of men and women employed in them.

When we turn our attention to the influence of this profession upon human society, we look along far extending lines which sink out of sight in the distance without terminating.

1. Why, to begin with, this is the one profession held in universal esteem. Compare with all others. Take the Medical. Well, there are various schools of medicine, and each despises the other, and so do the adherents of each. He who believes in Homœopathy has as

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much respect for a man who will use Greek fire against his neighbor as for the doctor who will administer quinine. As to the law, many intelligent people yet regard a lawyer as a lineal descendant of the father of lies. The legal profession is, I think unjustly, supposed to prey upon the weakness and moral depravity of men, and so, while respectable, the profession can never have universal confidence and esteem. And no politician can ever be held in universal esteem. The profession of politics will mark a man down in the esteem of one-half the community.

Take the clerical profession. Every clergyman belongs to some denomination, and, however so much loved by his own, many others have a constitutional doubt of him. As a result, the clerical profession is regarded as professionally dogmatic and narrow. Then agnostics and infidels must regard all clergymen with contempt.

Now, with all this, contrast the teaching profession, why, it is held in universal confidence and esteem. Whoever may doctor a man's family, or preach to them, all men want their children taught the same arithmetic and grammar, and science. The agnostic and the infidel, the Jew and the Hindoo, the Catholic and the Protestant, alike desire their children to be taught the same subjects. Some may want to crowd in more than others, but all want their children to know the same beginnings of knowledge. All creeds and prejudices meet in friendship on the basis of arithmetic, and geography, and grammar, and natural philosophy and astronomy.

So that, though an individual belonging to this profession may become offensive, and may be despised, and may deserve to be, yet it remains that the fact of being a teacher will give access to the respect and confidence of all classes of the community; and, unless the individual forfeits this by his own misconduct, he will retain it for life, with steady increase, by just so much as by growing intellectual and moral wealth, he makes his companionship desirable, or his friendship valuable.

This is not a little thing. All over the world are men giving a whole life-time to labor and virtue to gain the world's confidence. A good man covets this as his crown.

2. With this initial advantage, this profession takes hold upon humanity at the time when it is most susceptible to all influences. The teacher's work actually makes him, without intending it, a partner with the parent in the use of the most precious and sacred influences one human being can exert upon another. By so much is this true that, if he will, the teacher may supplant the parent, and in many cases gain an ascendancy over an immortal being for weal or woe, for time and eternity, which a weak parent will seek in vain. If any one had the opportunity of placing poison or purity in the fountains springing along the mountain side he could well afford to sit in secret laughter observing the futile efforts of those who should try to change the temper of the swollen rivers flowing through the verdant plains. Yet this is just what the teacher has

the opportunity of doing. This profession commands the switches for the next generation of history. It chooses the slides which, put into the lantern, determine what picture will appear yonder upon the screen. The marksman never thinks or cares about the course of a bullet one thousand yards away, his concern is only to start it, for a distance of less than one yard in the line he wishes it to pursue. So the teacher has in his hands, in conjunction with parents who are his allies, the starting rightly of lines that are to sweep away beyond the skies, nor find their termination for ever!

3. Not only does this profession deal with mankind at the beginning of its lines; but it wields the most potent agencies for good. What part of our manhood retains the impressions received the longest? Why, all the pains we suffered in our bodies in childhood have vanished. The body has no record of them now. Even the scars, if small, have wholly disappeared, or, at least, have become less distinct.

But not so the truths laid upon the intellect. The impression was made twenty, thirty, fifty years ago. The truth leaps out upon us at any unexpected moment! The teacher's implements leave marks which abide forever! Especially do the moral impressions that are made endure. Every one is a deposit made with eternity!

Under such conditions who shall measure the effect of the work of this profession upon the community!

The eye of the Infinite alone can gather up the influence of such a profession upon mankind! Try to gather into a sheaf the innumerable rays that pour from the sun, and from the myriad stars upon the earth! Try to gather up and shut within bars upon the staff the heaven-attuned notes of nature's unwritten melody that travel unknown in space for ever! As easily could you do either as to measure the influence of this profession upon the world!

The gratitude of the next generation will justly lay its richest tribute upon the grave of the schoolmaster of to-day!

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## THE BLENDING OF KINDERGARTEN WITH P. S. WORK.

S. B. SINCLAIR, PH.B.

There are few Canadians who do not endorse the sentiment that

"Of all the favored countries in the east or in the west,  
The Canadian Dominion is the brightest and the best."

And I believe every teacher present will agree with me in thinking that the sun does not shine upon a people blessed with a better educational system than we in Ontario enjoy.

If we are to maintain this proud position among the nations we must follow the example of those who have preceded us and with eternal vigilance seek for the weakest link in the chain, and having



found it proceed at once fearlessly "to ring out the old and ring in the new." I cannot agree with the idea that we have reached the acme of perfection in our Canadian school system. When growth ceases, death begins. History is full of examples of individuals and nations who have reached their ideals too soon.

In my opinion it does not require a very prolonged investigation of our educational system to lead to the conclusion that its weakest point is the management of the child during the first four years of school life, *i.e.* prior to the age of nine years. I claim that this defect is due not to error in the administration of our educational affairs, but to a mistaken public sentiment in regard to two questions:—

1st. The number of pupils which should be placed in a primary class.

2nd. The necessary qualifications of a primary teacher.

What a sudden and marked improvement there would be if the public were finally persuaded that the maximum efficiency of a primary grade teacher is reached when she has thirty-five pupils, and that by increasing this number they expend their money for energy to keep children under conditions which in many cases are worse than no school at all!

There is need to-day for brave men and women to plead the cause of those little ones who are crowded into small rooms with fifty, seventy or perhaps ninety other children placed under the charge of a nervous over-worked half-trained teacher, to be pressed and cowed and deadened until they become little more than obtuse angles. When a horse trainer puts a curb in a colt's mouth instead of a rubber bit, we bring him before the society for the prevention of cruelty to animals; when *children* are treated in that way we say this is purely a question of economy.

If every one recognized the fact that primary work is perhaps the most important of all, demanding special fitness and as long preparation on the part of the teacher as any, standing as she does at a very starting point of school life ready to *switch* the child off upon a side track or to guide him upon the main line to a glorious destiny, trustees would be prepared to pay higher salaries and would insist upon better results. Teachers too would set their faces against the custom of letting into the profession boys and girls with no *natural aptitude* for the work, who, having gained sufficient knowledge to enable them to obtain a third class non-professional certificate, and having then attended a short term at a Model School, where all were successful in passing the final examination, are now graduated full-fledged teachers ready to carry ruin and intellectual death into whatever schoolroom they enter.

To the thoughtful observer there are many indications of a good time coming and not the least promising of these is the increased attention paid to the Kindergarten system and its adoption in many Ontario schools. After a careful investigation of the workings and results of Kindergarten methods, both in this country and in the

neighboring Republic, I am thoroughly converted to its advantages. I have never yet met any one who had given the Kindergarten a fair trial who was not enthusiastic over its results. The gifts, the games, the songs, the home-like charms, above all the heart culture of the Kindergarten afford the best physical, mental and moral gymnasium hitherto offered for *young* children. While I think the timber from which good Kindergarteners are made is exceeding scarce, and also that it is folly to talk of a Kindergartener handling more than thirty pupils, I am firm in the opinion that, in these days of reaching out after the practical and healthful, the Kindergarten requires only a fair trial to win its way to the hearts of the people.

But when we come to the age of say seven years we have reached the dead wall as far as the Kindergarten is concerned, so that the question of importance to the Public School teacher is not, Is the Kindergarten a success, for that question has been answered wherever a solution has been attempted, but rather What shall we do with the Kindergarten graduate, and what Kindergarten methods can safely be introduced into Public Schools where Kindergartens are not available.

The work of the Primary grade should be a continuation of the previous life of the child, so much so indeed that he would not think it school at all. When he comes to school his mind is not a blank page. The chances are that he knows nearly half as much as he will ever know. I remember an experience with a child who was putting in his first day in a rural school. We had a little talk and of course the sublime subject of the ox attracted our attention. I asked him if he could tell me anything about an ox. Not getting any answer to my indefinite question, I asked him whether he thought an ox was like a potato. To my surprise he said "Yes ma'am, its lots like a potato, it has eyes and a skin, and a—body." These children know twice as much as we give them credit for, and many of them find it difficult to bring their minds to the proper condition for "going it blind" and are apt to squirm. Their previous training has been almost entirely objective: suppose we continue the process. They have been accustomed to outdoor freedom. Let them have as much of this as is practicable. Let everything be introduced which will enhance the charm of school life.

"Heaven lies about us in our infancy!  
Shades of the prison house begin to close  
Upon the growing boy."

I do not claim that children are angels, but I do say that there is a chord in the heart of every child which can be touched by the earnest teacher, and one who is born to teach will find it too, if her hands are not tied behind her back. Bridges can be fiddled down, but you must first find the sympathetic note.

Perhaps I may be allowed to offer a few suggestions in regard to methods which from observation and experience I conclude can safely be introduced into primary grades. Each form should be divided into sections of not more than ten pupils. Thus in a room

of fifty children there should be five sections. In Arithmetic or Reading each section is heard by itself, the others being engaged with busy work. This division into groups furnishes a manageable class, thus affording opportunity to study the individuality of the child as well as providing a means for steady promotion. In Arithmetic, the busy work consists in copying problems from the board, in solving the problems with blocks and splints, in drawing pictures of solutions, etc. All number work should be objective, and the child should do everything himself with the splints and blocks. Wentworth and Reid's Arithmetic affords a good list of graded problems, and "Numbers illustrated" by Appleton will be helpful to young teachers. The first ten numbers make a full year's work. This should include all the simple rules and the fractions one half, one third, and one fourth. Figures should not be taught at first. The Grube system with modifications I believe to be the natural one. The child should be led to discover truth for himself. He should be taught that an inventor is a benefactor to the race, and that there is a demand for brains. In these investigations many interesting experiences occur. I met a pupil who had such a clear percept of the number six that he could go to another room and bring six articles, but who when asked to take six steps took five. When a bell was rung six times, he said it rang five times. In Subtraction some new thoughts present themselves, e.g., how many sticks are required to illustrate the problem  $6-4=2$ .

The use of the word 'left' in subtraction is not clear to the child mind. A teacher proposed to a class the question.—If there are five birds on a tree and I shoot three of them, how many will be left. The answer 'two birds' being accepted, an irrepressible Kindergarten child said "Please teacher if my papa shot them I think there would be three left."

The criticism of the word 'times' in Multiplication is I think tenable. Two multiplied by three should be read three two's and not three times two, for if we take two blocks three times in succession we get two blocks and nothing more.

In Division also the child discovers a difference between Division proper and partition or the taking of a part. In  $8 \div 2$  he separates eight into groups of two each and finds that there are four groups. In  $\frac{1}{2}$  of 8 he separates eight into two equal groups and finds that there are four in each group. A training teacher who had struggled for hours with the problem "How would you find half the number of sticks in a bunch without counting the whole bunch," appealed to a child five years of age for a solution. He at once proceeded to make two piles by placing a stick in each alternately until the supply was exhausted. He then counted the sticks in one pile.

I refer to these examples simply to show that the child by objective teaching will discover correct principles in number work. He should be drilled until he can perform operations automatically, and should be able to mark off a foot line or draw a correct representation of a pint measure upon the board without the objects. A lesson in

primary Arithmetic should include Reading, Writing, Drawing and Composition.

If possible the child should never know that reading is different from talking.

He should be taught script from the first, should begin to write the first day, and should not be given a book for twenty weeks. I adopt the sequence of our First Reader, teaching the word at first, then the sentence and then a certain amount of phonics, somewhat as follows:—

Begin with the word cat. Hold a toy cat before the class and ask What is this? Receiving the answer 'a cat.' Draw the picture on the board proceeding as before. Write the words 'a cat,' and tell the child that the chalk has said the same. He then traces the words on his slate, and draws pictures of the cat. In a similar manner develop the words 'rat,' 'man,' 'pen,' etc. Next, develop the sentence 'I see a cat.' Combine with words previously learned. Proceeding to symbolic words develop the sentence 'I see a cat *and* a rat.' In this way 250 or 300 words are learned in 20 weeks, and the child then experiences no difficulty in changing from script to print. The underlying principle of 'ideas first, then words' should be constantly borne in mind. Phonics I believe to be very useful in the hands of *thoroughly trained* teachers.

In Geography begin with talks about the schoolroom, play ground, and school section. Mould in sand a map of a desk, the room, etc. Then proceed to the study of a continent as a whole. Although a believer in the moulding board, I think there is danger of sticking in the sand. Have variety in work, use the moulding board to-day, give the children a block map to-morrow, let them draw the map on the board the following day, thus finally reaching pure abstraction. We must remember not to make too much of the method and forget that it is simply a means to an end. That end is to rivet the attention of the child upon the subject, until he gets a perfect concept of the country, one which will adapt itself to the onward march of time, anticipating erosion and upheaval, the building of cities and the growth of nations, forming a dissolving view ever changing and ever perfect. I have seen this ideal nearly attained in one school. If we aim at such excellence our pupils will know more about the subject than a certain young man in New York who was being examined for a teacher's certificate. The examiner proposed the question 'What is the capital of Massachusetts.' The candidate hesitated, looked wise, ran his hand through his hair in true pedagogical style, and said "Doctor, I know the answer to that question just as well as you do, only I haven't the flow of language to express it!" The child should be introduced to physical science by object lessons on animals and plants. There should be a logical sequence in this work, and he should not be hurried from one thing to another. Twenty lessons are none too many to devote to the one subject of the squirrel. Story telling should form a very prominent feature in primary grade work. A

perfect primary teacher should be able to sing sweetly, tell a good story, and draw fairly well. The child comes to us when fancy is at its highest point. He creates his own little world, and lives in the future. No one can estimate the teacher's power to supply him with such materials as will make this fancied world a pure one, and in no better way can it be done than by beautiful stories. Whether these be Bible stories or fairy tales, they should be carefully chosen to suit the capacity and requirements of the child. There comes a time when the child no longer believes in Santa Claus, but it does not follow that he is then ready for the calculus. Through story telling the child learns Grammar in the best possible way. He becomes saturated with good English and talks it spontaneously.

What an opportunity is also afforded here for heart culture. I believe the principle that the object of all education should be 'to gain power to help others.' 'We learn to play on the flute by playing on the flute.' We learn to be good by doing good. A child should read not because he is told to do so, but because he desires to impart information to the rest of the class.

I have no hesitation in presenting this doctrine to my fellow teachers, for, notwithstanding the insinuations of interested persons who profess to deplore the low moral status of our profession, the fact still remains that nowhere else can be found men and women more devoted to their work, or, who more nearly approach the ideal of wearing the white flower of a blameless life.

I believe there are many teachers who could make more money in other callings. They continue teaching because they love the work, and because they have caught something of the spirit of the gifted scientist Agassiz, who said he had not time to make money. In losing much they gain all, for they live in the hearts of their pupils. Who at the end of life could desire a grander tribute than that accorded to Pestalozzi, when after fifty years of self sacrifice, worthy of so earnest a follower of the Great Teacher, he lay down in the harness! His pupils gathered together and laid all that was left to them of that great man to rest in the quiet village of Neuhof. Over his grave they erected an unpretentious slab, and on it inscribed the words as beautiful as they were true, words which will ever be an inspiration to the earnest teacher.

"Our father Pestalozzi everything  
For others,—for himself nothing."

# LIST OF MEMBERS

## OF THE

### ONTARIO TEACHERS' ASSOCIATION.

*The following is a list of the Members of the ONTARIO TEACHERS' ASSOCIATION, together with the dates at which they joined the Association, so far as recorded. This list has been prepared in accordance with a resolution passed during the Annual Meeting of 1887:—*

NAME.	DATE.	NAME.	DATE.
Alexander, Robert.....	1861	Batty, Alice C.....	1869
Anderson, William.....	1861	Brown, Robert.....	"
Ashley, James.....	1866	Brown, Thomas.....	"
Anker, Mary.....	1867	Beveridge, Jacob.....	"
Adams, J. W. ....	"	Brown, Thomas D.....	1870
Adams, D. A.....	"	Bergey, David.....	"
Anderson, J.....	"	Brown, Jas. B.....	"
Archibald, Charles.....	1868	Buchan, J. M.....	1871
Archibald, Nellie.....	1869	Ball, Jas. H.....	"
Anderson, James.....	1871	Bryden, John.....	"
Armstrong, F.....	1873	Brown, James Coyle.....	1872
Agnew, John.....	1876	Bowman, Geo. W.....	"
Andrews, A.....	1877	Bell, Mary.....	"
Allan, David.....	1878	Bretz, A.....	"
Alexander, Mrs., R.....	1882	Bailey, E.....	"
Arthur, E. C.....	1886	Bean, D.....	"
Armstrong, J. E.....	1884	Barnes, Chas. A.....	1873
Anderson, E. H.....	1885	Bigg, W R.....	"
Alexander, L. H.....	1887	Ballard, W. H.....	"
Aashead, H. B.....	"	Burns, Fred.....	"
Atkin, W. T.....	"	Brown, W. L.....	"
		Browne, Henry.....	1874
Buchanan, J. C.....	1866	Buik, Margaret.....	"
Blackwood, Robert.....	1867	Buchan, Elizabeth.....	1875
Booth, Joseph D.....	"	Boyle, David.....	"
Brebner, John.....	"	Brownlee, H. J.....	"
Blain, George.....	"	Beattie, William.....	"
Boake, Sarah A.....	"	Black, A.....	"
Bell, William.....	1868	Black, P.....	"
Brown, T. B.....	1869	Birchard, I. J.....	1876

## LIST OF MEMBERS.

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NAME.	DATE.	NAME.	DATE.
Blackadder, A. K.....	1876	Clemens, W. B.....	1872
Barber, A.....	"	Cooley, J. W.....	"
Blackstock, James.....	1877	Cashure, John.....	"
Burrows, Frederick.....	"	Crozier, J.....	1873
Brown, James.....	"	Carlyle, W.....	"
Boswell, Sarah.....	"	Cameron, Henry.....	1874
Bryant, J. E.....	"	Carlyle, Alexander.....	"
Bell, Geo.....	1878	Clarke, J. A.....	"
Bell, D.....	"	Crane, Geo.....	"
Biggs, William T.....	"	Clarke, E. J.....	"
Bowerman, A.....	"	Cull, D. A.....	"
Brunner, Henry.....	1879	Connor, J. W.....	1875
Bartlett, William, E.....	1880	Clark, L.....	1876
Bole, D.....	"	Connor, W. O.....	"
Black, W. J.....	1881	Chapman, W. F.....	1877
Bigelow, George.....	"	Crookshanks, Wm.....	"
Blackstock, Joseph.....	1882	Carscadden, D.....	"
Bain, John C.....	1883	Christie, Augusta.....	"
Brydon, W.....	1886	Clapp, D. P.....	1878
Brodwick, G. E.....	1884	Cassidy, William.....	"
Baird, Geo.....	"	Chapman, E. A.....	"
Brown, J. R.....	1885	Curtis, Smith.....	"
Brown, J. A.....	"	Coleman, A. P.....	1879
Brown, R. E.....	"	Colles, W. H.....	1881
Baptie, George.....	1886	Clendening, W. S.....	"
Biggar, F.....	1887	Campbell, A.....	"
Ballard, J. F.....	"	Chadwick, C. W.....	1882
Burchill, A. M.....	"	Cressweller, C. L.....	"
Bennett, J.....	"	Craig, J. J.....	"
Bowen, M.....	"	Clark, William.....	1883
		Carry, Edward.....	"
Carnochan, Janet.....	1868	Crichton, A.....	1884
Coutts, William.....	"	Christie, J. D.....	1886
Campbell, J. H.....	"	Cowley, R. H.....	1884
Campbell, John.....	1869	Cooke, C. T.....	1886
Cameron, John.....	"	Clarke, W.....	1884
Curtis, F. M.....	"	Cochrane, R. R.....	"
Curtis, Annie.....	"	Cliphshaw, T. R.....	1885
Cameron, John.....	1870	Chenay, D.....	1886
Campbell, Geo. W.....	"	Chesnut, T. G.....	1862
Clark, Charles.....	"	Carlyle, James.....	1866
Curry, R. N.....	1868	Collins, J. J.....	"
Coates, Robert.....	1871	Carter, W. H.....	"
Carey, R.....	"	Cranfield, R. E.....	"
Carson, Jos. S.....	1872	Campbell, A. J.....	"
Comfort, John H.....	"	Cameron, James J.....	"
Cork, George.....	"	Currie, Alexander.....	1867
Carmichael, H. P.....	"	Campbell, Alexander.....	"

## LIST OF MEMBERS.

NAME.	DATE.	NAME.	DATE.
Cameron, H. D.....	1867	Ellis, J. C.....	1872
Clarke, Jos. A. P.....	"	Ellis, Sarah J.....	"
Crawford, Allen.....	"	Edgcumb, G.....	1873
Crowle, Edward T.....	"	Emery, Minnie.....	1876
Cullen, I. F.....	"	Earl, Barton.....	1878
Clerke, A. D.....	1868	Ellis, W. J.....	1882
Cringan, Alex. T.....	1887	Elliott, John.....	1885
Crawford, M.....	"	Embury, A.....	1887
Chown, A.....	"		
Curry, Chas. D.....	"	Frood, Thomas.....	1886
Campbell, N. W.....	"	Fraser, James.....	1867
		Fraser, Charlotte.....	"
Doan, Robert W.....	1861	Fordyce, A. D.....	"
Dixon, J. B.....	1864	Fair, John M.....	1868
Dewar, Archibald.....	1867	Fraser, E. E.....	1869
Dunn, Robert.....	"	Fraser, Geo.....	1871
Donaghy, William.....	"	Finlay, R. S.....	"
Douglas, W. A.....	"	Fotheringham, David.....	"
Duff, Miss.....	1868	Fraser, John.....	"
Derby, Sarah E. B.....	"	Fisher, J. H.....	1872
Dearness, John.....	1872	Fletcher, D. H.....	"
Duck, Mary Jane.....	"	Fullerton, James.....	1873
Dickson, Geo.....	"	Ferguson, M.....	"
Dewart, S. H.....	1871	Ferguson, R.....	1874
Dickenson, Henry.....	1872	Falconer, A. H.....	"
Dawson, R.....	"	Fessenden, C.....	1876
Duff, R. G.....	"	Francis, Daniel.....	1877
Davidson, S.....	1876	Farewell, J.....	1878
Davey, P. M.....	1877	Ferguson, Miles.....	1880
Dobson, Robert.....	"	Ferguson, Jas.....	1882
Davidson, Annie.....	"	Forrest, William.....	"
Davis, S. P.....	"	Freer, Benjamin.....	1885
Davidson, V. A.....	"	Fenwick, M. H.....	1886
Duncan, James.....	1878	Fitzgerald, L. S.....	"
De-La-Mater, H.....	"	Falconer, C. S.....	1887
Dafoe, J. W.....	1881	Fairman, P. W.....	"
Donovan, J.....	1882	Foster, J.....	"
Duff, C. P.....	1885		
Dickson, J. E.....	1886	Graham, J.....	1878
Dunn, J. M.....	"	Gregory, T.....	1879
Davidson, A. B.....	"	Gardner, S. A.....	"
Duff, W. G.....	1884	Gibson, Samuel G.....	1880
Deacon, J. S.....	"	Galbraith, W. J.....	1881
		Girardot, The.....	1882
Ellis, Fitzallen.....	1866	Grier, Andrew.....	"
Embree, L. E.....	1869	Grant, Robert.....	"
Elder, Jane.....	1870	Griffin, A. D.....	"
English, E. N.....	1872	Gordon, Nathaniel.....	"



## LIST OF MEMBERS.

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NAME.	DATE.	NAME.	DATE.
Groves, W. E.....	1883	Hunter, D. H.....	1874
Gilray, Jennie.....	"	Houghton, Henry B.....	1875
Grant, D. M.....	1884	Hendry, Andrew.....	1876
Gray, R. A.....	1885	Humberstone, F.....	"
Grant, Wilbur.....	"	Hicks, H. M.....	1877
Gordon, James...	1884	Halls, S. P.....	"
Gardiner, J. A.....	"	Hicks, Samuel.....	"
Graham, A. C.....	"	Herald, John.....	"
Gourlay, M.....	1867	Hendry, W. J.....	"
Greenhow, Hepzibah.....	"	Houston, John.....	"
Gilchrist, John R.....	"	Hicks, David.....	"
Graham, John H.....	"	Hughes, Samuel.....	1878
Glashan, J. C.....	1871	Harrison, C. W.....	"
Groat, S. P.....	1873	Harvey, W. A.....	"
Gill, M.....	1874	Haight, Franklin.....	"
Gilchrist, James M.....	"	Hall, Theophilus.....	1879
Grant, Geo.....	"	Hoigg, Minnie.....	"
Gosnell, Thos. S.....	1875	Henderson, R.....	"
Gormly, M.....	1876	Holmes, N. L.....	"
Goggin, D. J.....	1877	Hunter, J. M.....	1880
Gray, Henry.....	1878	Henderson, Thomas.....	"
Grier, Nathaniel B.....	"	Henderson, Geo.....	1881
Galton, Henry J.....	"	Huston, H. E.....	"
Gorsline, William.....	"	Henstridge, J. W.....	"
George, R. D.....	1887	Hicks, O. S.....	1882
Green, E. A.....	"	Huston, W. H.....	"
Gale, J. H.....	"	Henderson, A. G.....	1884
Hunter, John.....	1866	Hartstone, J. C.....	"
Hodgson, James.....	"	Hagarty, E. W.....	"
Hamilton, Sarah M.....	1867	Hume, J. P.....	1886
Hughes, James L.....	"	Hopper, S. T.....	"
Henderson, Isabella.....	"	Hicks, R. W.....	1884
Harrison, Edmund B.....	"	Hunter, T. J.....	1885
Husband, Henry.....	"	Huff, Samuel.....	1886
Houston, William.....	"	Henry, T. M.....	1887
Hatton, Emily.....	1868	Howell, W. S.....	"
Harvey, W. B.....	"	Holman, G. W.....	"
Hutton, Henry H.....	"	Hunter, T. J.....	"
Herner, Samuel S.....	1869	Hart, N.....	"
Hyndman, Elizabeth.....	"	Irvine, Margaret.....	1867
Hunter, J. Howard.....	1871	Izard, Henry.....	"
Hughes, James H.....	"	Isenhour, M.....	1872
Hay, Andrew.....	1872	Irwin, John.....	1874
Heslop, Thomas.....	"	Irving, J. E.....	1879
Henderson, Wm. S.....	1874	Johnston, John.....	1866
Henderson, John.....	"	Johnston, David.....	1867
Hodgson, J. E.....	"		

## LIST OF MEMBERS.

NAME.	DATE.	NAME.	DATE.
Johnston, William.....	1867	Lewis, Richard.....	1865
Jennison, Reuben R.....	"	Langrell, E. P.....	1872
Johnston, Charles.....	1869	Laird, J. W.....	"
Jones, Emma.....	1871	Lyman, Jas. A.....	1873
Jamieson, Alexander.....	1872	Little, R.....	1873
Johnston, Maggie.....	"	Le Vaux, Geo.....	1874
Jennings, D.....	1873	Linton, C. B.....	"
James, D. A.....	1875	Latter, J.....	1875
Jeffers, J. Frith.....	1876	Lusk, C. H.....	1876
James, John Henry.....	1879	Lafferty, A. M.....	1877
Jardine, W. W.....	1883	Law, James.....	1878
Jamieson, J. S.....	1884	Leitch, Thomas.....	"
Jolliffe, O. J.....	1886	Lindsay, Geo.....	1879
Jewett, S. E.....	1887	Lewis, Geo. D.....	1882
Jennings, C. A.....	"	Lockyer, Charles.....	"
		Lyon, S.....	"
Knight, J. H.....	1872	Levan, J. M.....	1885
Kelley, James.....	"	Linklater, J. C.....	"
King, M. J.....	"	Linton, W.....	"
Kelly, M. J.....	1873	Lent, D. H.....	"
Kilgour, James.....	"	Leith, W. R.....	1887
Kilgour, W. J.....	"		
Keown, M. J.....	1874	Morgan, S.....	1883
Kinney, Robert.....	1887	Manley, F. F.....	"
Kemp, A. F.....	"	Murphy, T. J.....	"
Keilly, William.....	1878	Morton, J. B.....	"
Knight, A. P.....	1880	Morgan, J. C.....	1886
Knowles, R. H.....	1883	Macree, S.....	1884
Kinney, John.....	1884	Munro, Robert.....	1885
Kennedy, J. F.....	1886	Marshall, D.....	"
Kiernan, Thos.....	1867	Morgan, J. W.....	1886
King, John.....	"	Moffatt, J. H.....	"
King, Wm. T.....	1869	Macullum, Archibald.....	1863
Kirkland, Thomas.....	1863	MacMurchy, Archibald.....	1861
Kennedy, M. A.....	1874	MacKintosh, Geo. B.....	1866
Kirk, Geo.....	1879	Macartney, Charles.....	1867
Kerswell, W. D.....	1886	MacDonald, D.....	"
Keys, D. R.....	1887	Mackintosh, William.....	1869
Killackey, W. P.....	"	Macoun, J.....	1873
		Morgan, T. G.....	"
Laidlaw, R. "J.....	1867	Mackinnon, M.....	1878
Lamb, Martha.....	"	Muir, S. J.....	1866
Leslie, William.....	"	Medcalf, W. H.....	"
Lennox, D.....	"	Meredith, William.....	"
Lawrence, John.....	"	Moorhouse, Samuel.....	1867
Lang, A. B.....	"	Millar, J. R.....	"
Leitch, Thomas M.....	1868	Meldrum, M. W.....	"
Landan, W. H.....	1870	Mercer, W. W.....	"

## LIST OF MEMBERS.

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NAME.	DATE.	NAME.	DATE.
Millar, Rebecca.....	1867	McRae, Alexander.....	1867
Mundell, John.....	"	McCall, D.....	"
Miller, William R.....	"	McVey, Lizzie.....	"
Miller, Mary Ann.....	"	McBrien, James.....	1869
Munro, Donald.....	"	McFaul, John H.....	"
Medley, Emma.....	1868	McDongal.....	"
Marsden, Sarah.....	"	McAlpine, Neil.....	"
Miller, M. A.....	1869	McCausland, Robert.....	1870
Magill, James.....	"	McCausland, Fanny.....	"
Maguire, A. S.....	1870	McKay, Hector.....	1871
Magill, James.....	"	McKellar, Hugh.....	"
Morton, Adam.....	1872	McLellan, J. A.....	"
Moyer, George.....	"	McKenzie, Chas. J.....	"
Montgomery, Henry.....	"	McLaren, Alexander.....	"
Maxwell, David, A.....	"	McCamus, John A.....	"
Mooney, William.....	"	McKinnon, D.....	1872
Moserip, Mary D.....	"	McLeod, Mary.....	"
Mills, James.....	1873	McKay, Alexander, J.....	"
Moir, George.....	"	McKee, William.....	"
Moran, John M.....	1875	McCaig, Donald.....	"
Miller, Arnoldus.....	"	McArdle, D.....	"
Miller, John.....	"	McIlvaine, Samuel.....	"
Munro, John.....	"	McDonald, A.....	"
Moore, Thomas.....	1876	McQueen, A.....	1873
Morrison, A.....	"	McNab, F. F.....	"
Manning, W. R.....	"	McQueen, Robert.....	"
Moses, Charles.....	1877	McAlease, N. V.....	"
Murry, M.....	"	McGregor, P. C.....	"
Martin, R. T.....	"	McMain, C. S.....	1874
Milburn, E. F.....	"	McDonald, A. F.....	"
Milden, Geo.....	1878	McRae, Samuel.....	"
Morton, W. C.....	"	McKinnon, D. J.....	"
Moore, F.....	"	McMillan, R.....	1875
Mitchell, F. L.....	"	McWherter, John.....	"
Munro, D. E.....	1879	McKerachar, C.....	"
Maxwell, Mrs. L. A. L.....	1880	McMillan, Alexander.....	"
Musgrove, A. H.....	"	McIntosh, Angus.....	1877
Munro, R. M.....	1881	McMillan, Robert.....	"
Miller, J. O.....	1882	McLean, Peter.....	"
Munro, William.....	"	McMichael, D. A.....	"
Miller, James.....	"	McLean, Allan.....	"
Merchant, F. W.....	"	McNevin, J.....	"
Murray, R. W.....	1883	McMurchie.....	"
Milner, W. S.....	1887	McNevin, J.....	1878
Manning, W. R.....	"	McCamon, W. J.....	"
Madden, A.....	"	McPherson, Crawford.....	"
Moore, W. F.....	"	McKee, Thomas.....	"
Mullen, M.....	"	McHenry, D. C.....	"

## LIST OF MEMBERS.

NAME.	DATE.	NAME.	DATE.
McDonald, D.....	1878	McMillan, A.....	1887
McCabe, J. A.....	"	McLaughlin, J.....	"
McLurg, James.....	1880	McIntyre, A.....	"
McTavish, Douglas.....	"		
McGillivray, J. K.....	"	Nelles, W. W.....	1866
McGregor, M. C.....	1881	Nelles, S. S.....	1869
McNaughton, A.....	"	Norman, R. A.....	1871
McBride, D.....	"	Nethercott, S.....	1877
McMaster, M. P.....	1882	Nattress, W.....	1878
McCormack, M. C.....	1883	Neilly, William.....	1879
McKay, A. G.....	1884	Newcombe, C. K.....	1882
McKay, Donald.....	"	Nichols, W. M.....	1884
McCollum, A. B.....	1885	Nairn, David.....	1886
McMillan, J.....	1886	Norton, W. E.....	"
McDougal, A. H.....	"	Norman, M. E.....	1887
McBrien, James.....	1884		
McDiarmid, D.....	"	Ormiston, William.....	1865
McCaig, D.....	1885	Ormiston, David.....	1866
McCabe, William.....	1864	O'Meara, J. D.....	1873
McGann, J. B.....	1862	Oliver, William.....	1872
McAllister, Samuel.....	1861	Osborne, W. J.....	1876
McMichael, D. A.....	1866	Orr, R. K.....	1877
McMichael, S. H.....	"	O'Neill, Mary.....	1878
McLean, Donald.....	"	O'Hagan, Thomas.....	"
McNaughton, D.....	"	O'Connor, William.....	1880
McAskin, T.....	"	Oliver, J. B.....	1887
McKechnie, M. C.....	1867		
McMillian, D. E.....	"	Powell, Francis C.....	1866
McBeath, J. T.....	"	Phillips, S. G.....	"
McClure, John.....	"	Plunkett, William.....	"
McTavish, P.....	"	Parsons, Robert.....	1867
McTavish, John.....	"	Parsons, John H.....	"
McClatchie, A.....	1868	Playter, Franklin.....	"
McCullough, Henry.....	"	Patterson, Alice.....	"
McKellar, Hugh.....	"	Parsons, Laura S.....	1868
McKinnon, Neil.....	1884	Platt, G. D.....	1869
McElroy, James.....	1885	Patterson, Mary.....	1870
McKinnon, N. D.....	"	Phillips, John.....	1871
McFarlen, Geo.....	"	Payne, E.....	"
McMaster, R. H.....	"	Payne, M.....	"
McKeown, William.....	1886	Payne, Geo. F.....	"
McMillan, D.....	"	Platt, Mrs. G. D.....	"
McPherson, A. H.....	1887	Pearce, Thomas.....	1873
McEachren, P. M.....	"	Palmer, Charles.....	"
McJanet, T.....	"	Phillips, T. D.....	1875
McKenzie, G. A.....	"	Purslow, Adam.....	1876
McKay, T.....	"	Powell, Geo. K.....	1877
McCabe C. J.....	"	Price, Robert.....	1878

## LIST OF MEMBERS.

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NAME.	DATE.	NAME.	DATE.
Parker, Thomas	1879	Summerby, W. J.	1872
Petch, John	"	Stewart, Duncan A.	"
Parker, H. G.	1880	Shaw, John	1873
Parlow, Edwin D.	1882	Sullivan, Dion C.	"
Petrie, Alexander	"	Slack, H. S.	"
Pearson, W. P.	1883	Sims, Bertha	1874
Pomeroy, J. C.	1884	Scott, H. S.	"
Passmore, A. D.	1886	Steel, A. S.	"
Preston, S. L.	1884	Spotton, H. B.	"
Ptolemy, B.	1887	Scarlett, Kate A.	"
		Smith, Goldwin	1875
Reazin, Henry	1866	Sims, Florence	"
Reid, George	1867	Switzer, P. A.	"
Robinson, John G.	"	Scarlett, E. S. G.	"
Reynolds, T. N.	"	Sutherland, H.	1876
Rennick, Walter	"	Stanton, M. H.	"
Ross, Robert	"	Shaw, Geo.	"
Ross, Catharine M.	"	Sykes, Charlotte E.	1877
Ross, W. D.	1868	Smyth, J.	"
Robertson, Simon	1871	Smyth, M.	"
Rogers, Maggie	"	Smyth, T. H.	"
Riddell, Elizabeth	1872	Sangster, Charles	"
Robinson, Templeton C.	"	Steel, T. A.	1878
Robinson, M. C.	"	Shiaren, Andrew	"
Robinson, A. M.	"	Short, W. K.	"
Rae, Alexander	"	Smith, L. C.	"
Richardson, Joseph	"	Smith, James	"
Reid, William K.	1873	Spence, May F.	"
Ross, Geo. W.	"	Sutherland, E. W.	"
Rannie, William	"	Smirle, A.	1880
Round, Georgina	"	Shields, A. M.	"
Rowland, Kate	"	Smith, D. E.	"
Rose, M. J.	1874	Sneath, Geo. E.	1882
Rose, Geo.	1875	Stevenson, A.	1883
Rothwell,	1876	Sanderson, Amy	"
Robertson, W. J.	"	Smith, D. E.	"
Raine, John	1877	Smellie, W. K. T.	"
Robinson, Geo. H.	"	Sine, G. W.	"
Rowatt, J. S.	1879	Squair, J.	1886
Reid, Joseph	1881	Sinclair, D. N.	1884
Ritchie, David F.	1882	Sinclair, S. B.	1885
Riddle, G. W.	1883	Spence, John	"
Ramage, C.	1884	Sanderson, R.	1886
Row, R. K.	1885	Smith, J. W.	"
Riches, G. S.	1887	Slater, J. T.	"
		Shaw, J. W.	"
Spotton, William	1872	Scott, William	"
Spence, F. S.	"	Scott, Richard W.	1866

## LIST OF MEMBERS.

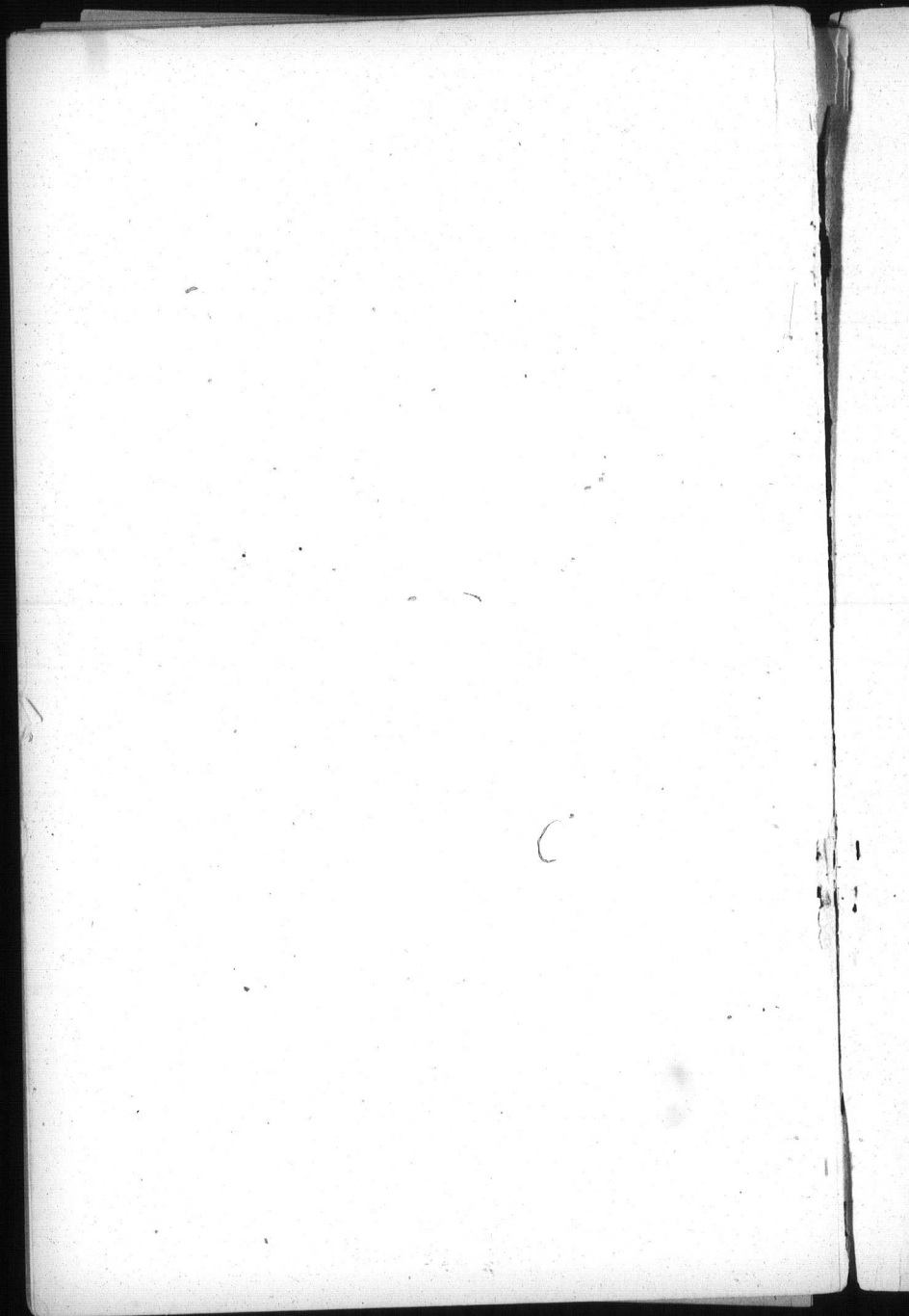
NAME.	DATE.	NAME.	DATE.
Scarlett, Edward	1866	Tilley, J. J.	1874
Seath, John	1865	Thompson, M.	"
Smith, Thomas	1867	Taylor, A.	"
Sipprell, F. J.	"	Tassie, William	1877
Spafford, J. E.	"	Thompson, Geo.	1879
Simpson, John W.	"	Tait, John	1878
Shearer, Andrew	"	Taylor, A. M.	1880
Shaw, John	"	Tanner, R. J.	1881
Stranchon, Geo.	"	Tom, J.	1886
Smith, John D.	1868	Talbot, T.	1884
Suddaby, Jeremiah	"	Unsworth, Richard	1873
Sargent, W. J.	"	Unger, E. J.	1882
Smith, Mary	"		
Smith, Barbara	"	Vivian, Richard	1867
Smith, Annie	"	Van Slyke, G. W.	1876
Somerville, Eliza	1868	Ventress, A. B.	1884
Scott, Alexander	1869		
Scallion, J. W.	"	Wickson, Arthur	1865
Strattan, James	1870	Watson, William	1866
Strang, Hugh J.	"	Woodward, Geo. W.	1867
Spence, Percival L.	"	Wallace, John	"
Sovereign, Charles	"	Watt, Robert	"
Somerset, Jno. B.	1872	Warner, James	"
Stuart, James	"	Whitcomb, H. L.	"
Smith, J. H.	"	Williamson, A. G.	"
Stark, Jennie	1887	Watt, Robert	1868
Sneath, G. E.	"	Williamson, J. A. G.	1869
Strong K.	"	Williams, Daniel	"
Stephenson, E. J.	"	Wark, Alexander	"
Telford, W. R.	1866	Woods, Samuel	1871
Tamblyn, W. W.	1867	Webster, W. C.	"
Thompson, Samuel	"	Wilkinson, William	"
Tench, Miss	1868	Wells, M. A.	"
Thompson, J. R. J.	"	Wood, J. T.	1872
Treadgold, Wm.	1869	Warburton, W.	"
Treadgold, Geo.	"	Walker, E. A.	"
Tonkin, E. A.	1870	Wallace, E.	1873
Tuttle, Alice M.	"	Wightman, John R.	"
Thompson, C. E.	1872	Wadsworth, James J.	"
Thompson, H.	"	Wisner, J. A.	1874
Templeton, Sarah	"	Woodward, W. A.	"
Trout, Alexander	"	Williams, William	1875
Turnbull, I.	1873	White, T. M.	1876
Tilley, W. E.	"	Wilson, John	1877
Thautel, T.	1875	Walker, E. A.	1876
Thomas, H. A.	"	Watkin, Charles	"
Thorburn, James	1874	Wark, A.	"

NA  
Wallace  
Wallace  
Westman  
West, W  
Wood, F  
Wylie, M  
Wylie, J  
Wylie, V  
White,  
Willis,  
Worrell  
Wilson,  
Wright  
Weir  
Wether  
Wright  
White,

LIST OF MEMBERS.

NAME.	DATE.	NAME.	DATE.
Wallace, Mary.....	1877	Wallace, R.....	1884
Wallace, Bella.....	"	Wallace, J.....	1886
Westman, N. A.....	"	Watson, A. H.....	1887
West, W. R.....	"	Willers, A. J.....	"
Wood, F.....	1878	Young, J. W.....	1867
Wylie, Mrs. M. J.....	1879	Young, Geo.....	"
Wylie, Douglas.....	"	Young, W. J.....	"
Wylie, William.....	"	Young, Robert.....	1869
White, Thomas.....	1881	Young, Jas. B.....	1870
Willis, Robert.....	1882	Younmans, James A.....	"
Worrell, Clark.....	"	Young, George Paxton.....	1873
Wilson, Jno. B.....	"	Young, P. W.....	1878
Wright, Geo. S.....	1884	Younmans, J. R.....	1879
Weir A.....	1885	Young, L. G.....	"
Wetherell, J. E.....	"	Young, Thomas T.....	1883
Wright, A. W.....	1886		
White, J. F.....	"		

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**The Winter Session of 1887-8 will begin on Monday, the 3rd day of October, and will continue for six months.**

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