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I. Proceedings of the Education Department.

1. TEACHERS' EXCURSION TO THE CENTENNIAL EXHIBITION.

Copy of an Order in Council, approved by His Honour the Lieutenant-Governor in Council, the 30th day of August, 1876.

The Committee of Council have had under consideration the annexed report of the Honourable the Minister of Education, dated the 25th of August, 1876, with reference to the visit of the Teachers and others to the Centennial Exhibition at Philadelphia, and advise that the recommendation contained therein be concurred in.

Certified.

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

31st August, 1876.

The undersigned respectfully begs to report to His Honour the Lieutenant-Governor in Council, as follows:—

1. The Ontario Association for the Advancement of Education have, through a Committee of their number, applied to the undersigned that, in cases where Teachers desire to visit the Centennial, this may be done without any forfeiture of the Government Grant for such days as the schools may not be open in consequence.

2. The Committee of the Association, in their communication to the undersigned, dated the 24th instant, urge several grounds in support of their application, the chief of which are as follows:—

(1) "They would be able to inspect the Educational appliances, apparatus, school furniture, &c., of the various nations of the world, as represented at the Exhibition."

(2) "They could examine and compare with our own the results of Public School teaching in the different parts of the United States, as they are exhibited by means of examination papers written by the pupils and specimens of drawing, writing, &c. They could also familiarize themselves with the processes by which these results have been obtained."

(3) "They would have the opportunity of visiting the Public Schools of Philadelphia while in session, and witnessing the modes of grading, disciplining and teaching adopted in them."

(4) "They would have the privilege of attending the meetings of the National Institute for teachers, and of there meeting and exchanging views with the educational representatives from different parts of the world."

(5) "The whole exhibition, containing, as it does, specimens of the chief natural and manufactured productions of the world, and showing the highest results yet obtained in many departments of science and art, would form a grand object lesson, the effects of which in developing the minds of teachers, and through them those of their pupils, it is impossible to estimate. It would give them

vast amount of practical knowledge, which would greatly aid them in teaching many subjects, especially commercial geography and natural history."

3. The Committee also shews that it was not possible for the teachers in any numbers to visit the exhibition during the summer vacation, by reason of some being engaged in passing examinations for certificates, and some as examiners; and their attendance at the annual Provincial Convention, which is justly regarded as a duty of paramount importance, also absorbed a considerable part of the vacation, and there was the additional reason that until within the last two or three weeks, the Railway Companies were not prepared to make as reasonable arrangements as now for excursion parties to the exhibition.

The Committee propose that trustees, scholars and others interested in Educational progress should also be entitled to join in their proposed visit.

4. The undersigned considers that the Educational interests of the Province will be promoted by teachers and others visiting the exhibition, and in this view would respectfully recommend that His Honour in Council may be pleased to authorize that, in cases where teachers may obtain the requisite permission from the respective Boards of Trustees to visit Philadelphia, on the occasion referred to in the communication of the Committee of the Provincial Association of the 24th of August, and in consequence of which any school may not be open, the days on which such school is so necessarily closed, may be deemed by the Education Department as meeting days, under the General Regulations in that behalf.

Respectfully submitted,

(Signed) ADAM CROOKS,
Minister of Education.

EDUCATION DEPARTMENT,
August 25th, 1876.

2. ADMISSION TO THE NORMAL SCHOOLS.

The undersigned respectfully begs to report for the consideration of His Honour the Lieutenant-Governor in Council, the following Supplementary Regulations, in regard to the Normal Schools, namely:—

In order to increase the facilities of third-class and other teachers, to better qualify themselves for the discharge of the duties of their profession, the Minister of Education respectfully recommends the adoption of the following additional regulations, relative to the admission of students to the Toronto and Ottawa Normal Schools, respectively:—

I. Candidates for admission to either of the Normal Schools, at Toronto or Ottawa, shall have the preference for admission in the following order:

1. Those who have attended either of the Normal Schools during any former session.

2. Those who hold a Public School teacher's certificate of any grade.

3. Those who hold temporary certificates or permits as teachers, or certificates as assistants, or monitors in Public or High Schools.

4. Those who desire to enter the profession of teaching.

II. The third and fourth classes of applicants mentioned above, shall be required to pass the prescribed entrance examination. Those in the first and second classes shall be admitted without such examination, on presentation to the Principal of the prescribed certificate of good moral character.

III. As the number to be admitted is limited by the capacity of the schools, vacancies in either of them will be filled by applicants for admission to the other, in the order indicated above.

IV. No admission to the Schools shall take place, except at the beginning of each Normal School Session.

(Signed) ADAM CROOKS,
Minister of Education.

EDUCATION OFFICE,
29th August, 1876.

3. NORMAL SCHOOLS, TORONTO AND OTTAWA.

The Session will commence on the 15th September, and will close on 15th July, with vacation from the third Wednesday in December to the second Tuesday in January; and from the Wednesday before, to the Tuesday after, Easter, inclusive.

NOTE.—For subjects of examination see prospectus, to be had of either of the Principals.

4. INTERMEDIATE EXAMINATION, DECEMBER, 1876.

The Intermediate Examination, to be held in December next, will embrace the same subjects as those of June, 1876.

5. CENTRAL COMMITTEE OF EXAMINERS.

The Chairman of the Central Committee of Examiners desires that an intimation may be given in the *Journal*, that communications or certificates, examinations and other matters relating to the work of the Committee, should be addressed to the Education Office, and not to individual members of the Committee, as the Committee does not desire to receive any letters except such as may be referred to it by the Department.

6. REMITTANCES BY INSPECTORS AND TRUSTEES TO THE EDUCATION DEPARTMENT.

Persons having to make remittances to the Education Department of Ontario, will please send the same, if to the amount of \$50 or over, through an agency of the Bank of Commerce, or the Bank of Montreal, if there be one in the neighbourhood. The amount can be deposited at the agency to the credit of the Minister of Education, and the duplicate bank receipt enclosed with the letter of advice to the Education Department. Small amounts should be sent by P. O. Order.

All money letters to the Department should be registered.

7. ONTARIO TEACHERS' ASSOCIATION.

The Sixteenth Annual Convention of the Ontario Teachers' Association assembled in the theatre of the Education Department, Toronto, on the 8th instant. In the absence of the President, Rev. Dr. Ryerson, the chair was taken by Mr. Robert McQueen, 1st Vice-President.

The proceedings commenced with the reading of the 67th Psalm and prayer by Mr. McCallum. The Secretary (Mr. A. McMurchy) called the roll of officers. The minutes were held as read. The Treasurer (Mr. S. McAllister) read the Treasurer's report, which showed the total receipts to have been \$216, and the expenditure \$109, leaving a balance of \$107. The total assets were about \$120 and the liabilities \$56. He moved the adoption of the report. The motion was carried, and Messrs. McCallum and W. Anderson were appointed to audit the accounts.

The Secretary suggested that a minute should be prepared in reference to their regretted friend, the late J. B. Dixon, of Peterboro'. He moved, "That the following members be appointed a Committee to draft a minute expressive of our esteem of the late J. B. Dixon, M. A., Head Master of the Peterboro' Collegiate Institute—E. Scarlett, W. Anderson, W. McIntosh, and the mover; a copy of the said minute to be sent to Mr. Dixon's family." After several members had expressed their high esteem for their late friend, the motion was seconded by Mr. McIntosh, and carried.

THE METHOD OF PREPARING AND REVISING TEXT BOOKS.

Mr. R. Alexander moved: "That in the opinion of this Association there should be a provision made for the thorough examination of new text-books, and the careful revision of such text-

books as are, or may be, authorized. Therefore be it resolved that the appointment of a Committee for the above purpose be respectfully urged upon the attention of the Minister of Education, and, furthermore, that the Committee be selected from a list of names furnished by Inspectors, County Associations, or by the Provincial Association." Mr. Suddaby seconded the motion. Messrs. Miller, McCallum, Sullivan, Alexander, McIntosh, Moran, Smith, McMurchy, Scarlett, Strang, Brown, Dearness, McKellar, Campbell, Osborne, and Alexander, took part in the discussion.

PRESIDENT'S ADDRESS.

The Secretary read a communication from the President, expressing unabated interest in the work of the Association, together with an address to the inspectors and teachers of High and Public Schools, written by Dr. Ryerson at the time of his retirement from office, and then published in the *Journal of Education*. The paper dealt with the qualifications, character and remuneration of teachers, and pointed out the great improvement which had taken place in these matters of late years.

Mr. J. H. Knight moved, and Mr. Scarlett seconded, a vote of thanks to Dr. Ryerson.

RECEPTION OF DELEGATES.

Mr. Strang reported on behalf of the County of Huron Teachers' Association, of which he gave an interesting account.

ADDRESS BY MR. GOLDWIN SMITH.

Mr. Goldwin Smith was then introduced, and delivered a very interesting address on a subject on which he had previously lectured in Toronto—"A tour in England." He said the old English stage-coach existed now only in novels, and the railway now took them from whatever quarter they came into the greatest of all the great nerve centres of European life—London. London was not so much a city as a province of brick and stone. He supposed it included now something like 140 square miles, which would be about three-fifths the reputed area of the ancient Babylon. That, however, was a city of gardens and open spaces, whereas the modern Babylon was one dense mass of humanity. After referring to the principal markets of London—Leadenhall, Billingsgate and Covent Garden—Mr. Smith spoke of the great improvement made by the building of the Thames Embankment, which, with the magnificent buildings which lined it, would constitute perhaps the noblest water-street in the world. London was the greatest centre of life the world had ever seen. It was a three-fold centre—commercial, political and social. The commercial centre lay in the East, where was the old city with its historic names, St. Paul's, Cheapside, the Temple Gardens, the India House, the Tower, Newgate, Temple Bar, Fleet Street, and St. Clement Dane's Church. The city was now no longer the home of society, but of offices and warehouses. It was still, to its misfortune, the domain of the Lord Mayor and city guilds, whose noble original design and useless modern existence was described. The population of London was so dense that the people would be suffocated if it were not for the parks. They were the right sort of parks. Unlike the boasted Central Park in New York, they had broad lawns and stately shade-trees, and were in the centre of the city. They had lately been much improved, and were now, he thought, unrivalled in the world, except by that most beautiful of all parks—the Phoenix Park in Dublin. The centre of law and politics was at Westminster, in the middle of the metropolis. He briefly described the hard work and methodical habits of English Ministers, who were so wonderfully long-lived, and alluded to the want of oratorical powers among the generality of members of the House of Commons, the wonderful eloquence of a few, and the characteristics of the House of Lords. In speaking of Westminster Abbey, he referred to the statues of Chatham and Wolfe which were there as of special interest to Canadians. A century had passed since the conquest of Canada, and the world, they might hope, had grown somewhat better in that time. Nations were beginning—though only beginning—to count the blood as well as the laurel which attended victory. The national elements which met in arms on the Heights of Abraham were blending together, they hoped, in one Canada which would gradually cast off all remnants of the passions of the old world, so that the stream of Canadian nationality might flow, like our own St. Lawrence, like one united current though fed from a thousand springs. (Applause.) Westminster Hall introduced an allusion to the history of English law. The home of Royalty was at Balmoral, but its offices and reception rooms were at St. James. The difference between the theory and practice of the English constitution was illustrated by a comparison between the actual power exercised by the Sovereign and the Prime Minister. Westward again was the world of society, of

which an interesting and amusing description was given. The magnificence of the west was contrasted with the squalid suburbs in the east of London, the existence of which was not, however, so much the fault of England as the disease of old countries. The neighbourhood of London was as interesting as the metropolis itself. The beauty of the Crystal Palace gardens led one to forecast the happier time when a new and more glorious Versailles should rise, not for a Louis XIV., but for the people. In alluding to Oxford, Mr. Smith took occasion to point out that the English Universities were federations of a number of different colleges. The University conducted all the examinations except the entrance examinations, and conferred all the honours and degrees. Each college had its faculty of tutors, and the University had a superior faculty of some forty professors. This system permitted the existence of a great university staff, the building of magnificent libraries, and the creation of an atmosphere of learning and science which so largely promoted both, and had very great advantages in comparison with the American system, which had crept into Canada, of isolated colleges. He had always regretted that in this country our colleges were scattered and our resources frittered away, so that in no one place had we that atmosphere of learning and science which Oxford and Cambridge, to their great benefit, enjoyed. We could not expect to create in this new land universities like those of the Old World. We could not expect to introduce their systems of education here yet at all events. Our education must be of a more practical kind, or it would have no roots in the affection and interest of the people; but still, though industry and commerce must be our main concern, we might look forward to adding to our wealth what alone could make wealth worth having, for if a commercial nation had wealth without education it would only go on breeding sensuality which would lead to decay. (Applause.) The country life of England was then described, a favourable idea was given of its climate, the location in which grandeur of scenery was to be found, and the general sylvan beauty of English landscapes were mentioned. The union workhouse was by far the saddest object in an English landscape. The lot of the agricultural labourer had, however, been much improving, and of late his wages had risen. Some, at least, of the credit of this must be given to the humble statesman, Joseph Arch. (Applause.) A brief reference to the active manufacturing north, and to the remnants of the England of the past, led to an eloquent peroration, in which Mr. Smith said the memories of our past were in Westminster Hall, Westminster Abbey, and Windsor Castle. Our present objects, our hopes for the future, were here in our own Canada. Our ancestors had run their glorious career in the Old World. Let us try to run a career which should not shame them in the New. (Cheers.) A unanimous vote of thanks was tendered to Mr. Smith by the Convention.

Mr. White, ex-President of the National Teachers' Association of the United States, and Principal of the New York Normal School, then addressed the Convention on the invitation of the chairman. He referred to the interesting character of the proceedings of the Convention during the afternoon, and especially to its action regarding the late Mr. Dixon. Many of the greatest and best of men had contented themselves with the position of teachers, and there were few successful men who were not indebted for their success to the same humble individual. It was, therefore, fitting at their Conventions that they should record their appreciation of those who since their last meeting had passed away. He alluded to the Centennial Exhibition, from which he had just come, dwelling particularly upon its influence as an educating power. The exhibit of the Educational Department of this Province was especially interesting and instructive, and was highly spoken of by all educationists who witnessed it. He concluded by wishing the Association God speed. A vote of thanks was passed to Mr. White, who, in responding to the vote, said that very likely the next meeting of the National Educational Association would be held in Put-in-Bay, Lake Erie, and he hoped to see a large attendance of Canadian educationists.

EXAMINATION OF PUBLIC SCHOOL TEACHERS.

Mr. Richard Lewis read a paper on the examination of public school teachers. He divided his subject into three parts:—1, the principle upon which certificates were now granted; 2, the subjects of examination, especially for the award of the first-class certificates; 3, suggestions as to alterations and remedies. He remarked that it was a question whether they had not gone too far and attempted too much in this matter. According to the present system, attainments were treated as everything, and experience and skill as nothing. The tendency of this was to discourage professional skill and to encourage merely intellectual attainments. While many holders of Provincial certificates were content to rest on their laurels, there were many uncertificated teachers who were in no particular below those who possessed certificates. While this

latter class were anxious to attain the highest honours of the profession, and were constantly increasing their knowledge, no allowance was made for their experience and skill. In regard to the programme of examination, he said the Board of Examiners was an irresponsible and autocratic body in relation to the teachers. They had power to raise the standard, and might do so either to raise the qualifications of the teachers, or to exclude all but university men from the office of Inspector. The English language and literature received only 425 marks, art 150, while science received 1,575 marks. Mathematics alone had 1,000 marks—more than a third of the whole number. Mathematics thus stood prominently high and English prominently low. This, he contended, was not in proportion to the requirements. The schools were spreading the knowledge of reading, but were they directing it in the right direction? If the same care were taken to explain a play of Shakespeare's, a passage of "Paradise Lost," or a novel of Scott's or Dickens' as was taken to expound a mathematical problem, much would be done to form a correct taste for literature. An irresponsible Board of Examiners could easily defeat the object of the Act of Parliament by making the questions too easy or too difficult. The members of that Board being separated by pursuits and previous studies from the great body of Public School teachers, they would view the subject from their own standpoint. He strongly advocated the necessity of giving more place to English literature and composition, and placed music and drawing among the most important and necessary branches of Public School studies. The proposal that Public School teachers should be more fully represented on the Central Committee would, if carried into effect, have the happiest results. The number of third-class certificates had largely increased, 50 per cent. of the candidates having passed. In the second class but 20 per cent. passed, and in the highest examination only ten certificates were granted. The preponderance of lower class teachers and the small cost of obtaining their services would drive out the higher class of teachers, and immediate action was therefore wanted on the part of the Government. Greater centralization was required, and he recommended that the papers of the second class, like those of the first, should be examined only by the Central Board. It had also been suggested that the pupil teacher system, as it prevailed in England, should be introduced, in order to secure teachers trained in the work of teaching, and further that grants of public money should be made to schools which employed the higher grade of teachers. It had also been proposed that, in order to allow working teachers to obtain the higher class certificates, two years should be allowed in which to pass the examinations—the candidate being examined the second year only in those subjects in which he might have failed in the first. He urged that the promise made by the late Council of Public Instruction that the examination should be based on certain specified text-books should be rigidly adhered to. A fear had arisen of late that obstacles would be interposed which would virtually preclude the practical teachers from being promoted to the office of Inspector. It had been suggested that this office should be confined to those who had a University education. A leading journal had advocated this restriction, and had predicted that the time would soon come when a University degree in arts, in addition to the possession of a first-class certificate, would be indispensable. He maintained that there should be no necessary distinction between the qualifications of the Public School Inspector and those of the Public School teacher, except in regard to longer experience and greater skill. If the proposal were carried out faith would be broken with the teachers who held high class certificates, which would prove only empty honours. They might enter the ministry, medicine or law without a University education, but as Public School teachers they were to be told that, whatever attainments they might have, unless they agreed with the curriculum of a University they should not have the office which their country, in a momentary fit of justice and generosity, of which it afterward repented, promised should be the reward of their skill and experience. He called on the Convention to maintain the claims of the Public School teacher, and hoped that the country would be faithful to the conditions it laid down and the hopes it created. (Applause.) Mr. Sullivan, moved a vote of thanks to Mr. Lewis for his paper. The motion was carried after remarks on the subject were made by Mr. McAllister and Dr. Wadsworth.

Mr. McAllister, then moved the following resolutions:—"That in the opinion of this Association, extended experience in successful teaching should be recognised as an important element in granting first and second-class certificates; that candidates for the grades of both first and second-class certificates should be allowed the option of taking up the whole of the subjects at one examination, or of dividing them into the work of two subsequent examinations—if they take up the whole at one examination and fail, they should be required to be examined the next year in

those subjects only in which they failed ; that means of appeal for first-class candidates should be provided, as in the case of second and third-class candidates ; that the Central Committee should be required to assign the limits for each class of candidates at the commencement of each year, and to indicate as far as it can the means to be used in the preparation of the various subjects of examination for the guidance of those candidates who have not the opportunity of attending a Normal School ; that the Central Committee should be required to adopt some effectual means to prevent the recurrence of such serious errors as have appeared in the preparation of some of the papers at the recent and previous examinations, and which in the recent examination have caused serious inconvenience and loss to many second-class candidates ; that the summer vacation for Public Schools should be made the same as that for High Schools."

A discussion took place on the resolution in which Messrs Pursalow, McCallum, Carlyle, Scott, and Connor, took part. On motion of Mr. Brown, the debate was adjourned.

During the interval the members were entertained at the Grange by Mr. and Mrs. Goldwin Smith.

THE HIGH SCHOOL SYSTEM.

Mr. Seath read the following paper :—

When I selected as my subject to-day "The High School System," I had in view the fact that we should at this meeting be in a position to discuss intelligently, after a six months' trial of its operation, the probable effects on education generally, of the new scheme to which our High Schools are being subjected. Although High School masters are more immediately interested in the question, and its salient features are to be discussed in their section, it is one which, on account of their relation to the Public Schools and the Universities, will naturally attract the attention of all classes of educationists. The matter is one, too, which, from its vital importance, may with advantage be considered from different standpoints. Those engaged in Public School work are in a position, as well as High School masters, to observe its effects, and apart from the interest all teachers naturally take in an educational experiment, the possibility of a similar course being adopted towards them will no doubt give the matter an added importance. In fact, by the annual reports of Public School Inspectors, we see that the grading system has been attempted in several counties, though as yet Government aid is given irrespective of any classification. I propose, then, in the course of the following remarks to discuss briefly what seems to me to be some of the tendencies in our High Schools ; and although it is the critic's privilege to praise as well as blame, if I indulge in the latter more than in the former I hope it will not be attributed to my inappreciation of the rapid progress we have been making in education, but to a desire to provoke amongst the very men who have been mainly instrumental in effecting these improvements that free expression of opinion which is the safeguard of our profession. I cannot hope that what I shall say will meet with general approval ; many of my conclusions will no doubt be combated, but I submit to you my observations during the past half-year as a contributor to the discussion of a problem which many beside myself regard as still unsolved.

1. Of all the relations of the High School, by far the most important is that it bears to the Public School. Hitherto the great source of trouble has been that in many localities the latter has been depleted to swell the attendance in the former. To meet this difficulty, several schemes, as you are aware, have been devised. A year or so ago it was thought that a uniform entrance examination and more thorough and frequent High School inspection would effectually counteract this tendency ; but it was found that, though the plan was partially successful, the evil broke out afresh with greater virulence than ever. After an unusually long period of incubation, a new scheme had been developed and this half year put into effect—popularly known by the name of "Payment by Results." To use the words of the Inspectors' Report this experiment "will show the country what schools are really doing High School work and what nominally High Schools are doing only Public School work, and will ultimately force the latter to become what they profess to be or give way to more efficient Public Schools." I am inclined to believe that no one has been more astonished by the result of the "Intermediate" than the Inspectors themselves. I should be sorry to say, and I certainly do not believe, that these results are to be taken as a safe criterion of the work the High Schools are doing ; but no one will deny that of the sixty schools that passed none, and the twenty-four that passed from one to two each, there must be a considerable number that are doing elementary work. Besides, after this, unless a school have a reasonable prospect of passing four or five at this examination, there will be little inducement to run the risk of failure and incur the cost of the attempt. So that we are safe in saying that a very large number

of the schools will be uninfluenced by the benefits said to accrue from success at this examination ; and, if the rest of the scheme be fairly carried out, the tendency will be to degrade rather than elevate their standing. In fact, as matters stand the masters of some of the smaller High Schools have refused to do the work required for the Universities and the different learned societies of the Province.

It seems, then, to me that the longer this scheme is in operation the greater will be the tendency to develop two classes of schools with an occasional gradation form between—the High School proper, where the authorities will be able to maintain both an upper and lower school in a well organized condition ; and the English High School, which in many localities will do mainly the work of the fifth and sixth Public School classes, with occasionally modern languages and classics. Such a school as the latter will evidently be a necessity in places where there are a number of small Public Schools, the masters of which will not have time at their disposal to take their senior pupils beyond the line which forms the lower limit of the High School. But in the larger towns and cities, where efficient 5th and 6th Public School classes may be maintained, there can be no possible excuse for the High School of the locality interfering with the proper functions of the Public School, if efficiently performed.

To any one who compares even the present High School programme with the Public School one, it will be evident that to a considerable extent the work of the Lower School is similar to that of the 5th and 6th Public School classes if you omit the optional groups, Modern Languages and Latin.

You will see, then, that the Public School is related to the High School in the same way that the latter is to the University. The High School course overlaps the University curriculum to the extent of at least one year's work, there being senior as well as junior matriculation. And it is maintained that the existence of the former examination will do a great deal towards raising the upper limit of the High School. No doubt it will in time. But why not apply the same principle to the Public School ? Let us have a recognised senior as well as junior High School entrance examination.

It is evident that the relations between the High and Public Schools will differ in different parts of the Province, and that the standard of the entrance test will always be determined by the actual efficiency of the Public School beyond a certain limit. So that in localities able to maintain a High School of the lowest grade only, the entrance test for all classes would naturally be the junior ; and in more populous and richer places the same would be available for those desirous of studying classics and modern languages, while the entrant for English would take the senior examination. I am aware that when a higher test was prescribed for the English entrant at an earlier period of the history of our High Schools, it turned out to be a failure ; but the situation is now different. Latin is not valued so highly as it used to be ; and, if the system of payment by results were judiciously applied to the Public Schools, I am inclined to think that an impetus would be given to the Public School that would prevent its degradation in cities and large towns and be beneficial to education generally. As a matter of fact, so far as I have been able to make out, there has been little or no diminution in the number of High School entrants this last year ; and I am inclined to believe that in the great majority of schools the new scheme will produce no material change in the present system of transference.

2. Financial aspect.—It seems to me unfair that the strong and well-supported High Schools, with large staffs of teachers and every facility for ensuring success, should compete for a share of the same grant with their weaker rivals. Justice to both demands that they should be placed on a different footing. The work in the lower grades must on the whole be lower than, though equally important with, that in the higher ; and in the long run, if the principle of payment by results be justly carried out, the small school cannot possibly hold its own with the larger. What can a school with two masters do in competition with a well-organized and efficient school with six or eight, where there is a proper division of labour ? For my part I feel that in the course of a short time the \$14,600, or one-fifth of the whole grant, which is to be distributed on the basis of the "Intermediate" examination, will be divided amongst a very few schools, in addition to their share of the rest of the legislative apportionment. It can hardly, in the nature of things, be otherwise. Even at the last "Intermediate" seven of the 112 High Schools succeeded in carrying off almost one-half of the grants. The large, well manned, and well equipped school must win in the end. Besides, it will not pay the small ones to incur the expense of the examination for the sake of a possible \$30 or \$40 extra ; and the glory that accrues from passing one or two candidates will be thought so inconsiderable as to be hardly worth the

effort. In fact, the inducement is so slight that, after this, many will fall out of the competition altogether. If the inspectors try to make up for this out of that \$10,000, the schools that have done well at the "Intermediate" must lose the proportion of it they are entitled to, and the examination itself be admittedly only a delusion and a snare.

So that, apparently, the scheme that was intended to diminish the resources of the larger schools, will fall short of its accomplishment in a number of instances at any rate, and will strengthen somewhat the smallest schools, but mainly at the expense of those of medium size.

The question then suggests itself whether it would not be to the interest of all classes to separate some of the larger schools from the rest and place them on a different basis, or allow them to compete amongst themselves for Government aid.

3. Increasing cost of managing the details of the system.

I do not refer to this through any desire to find fault with wise expenditure for educational purposes; but the increase has of late years been so rapid that it is well for us to consider it in connection with the improvements it is said to have produced. The following calculation will, I believe, be found to be below the mark. (It includes Local and Governmental expenditure):—

| | |
|--------------------------------|----------|
| High School Inspection..... | \$6,000 |
| Entrance Examinations..... | 3,200 |
| Intermediate Examinations..... | 4,000 |
| Total for 1876..... | \$13,200 |

Of this the only item in 1870 was High School Inspection, \$2,000. By reference to Dr. Ryerson's report I find the expenditure for masters' salaries from 1870 to 1874 to have increased 75 per cent. the total expenditure for the same period, including an unusually large sum for building purposes, about 100 per cent., whereas the expenses I have detailed above have increased from 1870 to 1876 between 500 and 600 per cent. I may also add that the legislative grant for masters' salaries in 1876 is about 33 per cent, more than in 1870. No one will for a moment doubt but that many improvements—in fact as many as could have been fairly expected—have been produced by the introduction of a uniform entrance examination; but whether the largely increased inspectorial power has effected all the benefits anticipated by the gentleman whose advocacy brought the additions about, is a question which, fortunately for me, these officials have answered themselves.

We now have a supplementary list to the tune of \$4,000 a year; and whether the results of the Intermediate will justify the expenditure for this purpose, is a question about which, to put it mildly, there is some difference of opinion.

4. The system of payment according to the results of an examination held at a certain time, tends to throw the whole responsibility on the masters.

There is little inducement for the pupil to exert himself, and, if he fail once, he will be chary of risking defeat a second time, when he can derive no personal benefit from success.

The desire to bring honour on himself and the school he attends may prove a strong inducement with some candidates; but many of the pupils who would naturally be expected to pass this examination will not be influenced by this incentive when it conflicts with their own interests or the designs of their friends. Failure on the Algebra paper, for instance, will have a chilling effect on the enthusiasm of the boy whose young heart has been all aglow with a noble ambition to distinguish himself and bring credit on his teacher. It will be difficult for the pupil under such circumstances to appreciate the value of the arguments with which his indifference will be met.

Besides, the "Intermediate" lacks some of the elements that give importance to the ordinary schoolboy's previous examinations. He is anxious to pass the Entrance Examination, because it means transference from the Public School to the High School. His relations as well as himself value the certificate mainly for the material advantage it brings.

The "Intermediate," however, comes on at a period when the great majority have made up their minds to leave school for business or some other occupation, or when the student who intends to teach or join one of the learned professions is getting ready for his examination. What inducement will many of these have to change their course of study or delay their preparation to suit the convenience of the teacher? Or why should the ordinary student whose services may be required at home before the end of the half year, remain to obtain possession of what in his case will be a piece of valueless paper? In the very few schools where it will be possible to maintain a well organized upper school, which will form a separate part of the institution, the pupil may come to regard passing the examination as real promotion, particularly if the teacher apply moral suasion in the form of keeping him in the preparatory classes until

he pass. That it will be possible to carry this out in any school, as we do in the case of the Entrance Examination, I greatly doubt, and of the injustice of such a course I am fully convinced. What particular privilege is the solitary individual to possess who lately passed at each of the thirteen High Schools? How is the master to magnify the achievement of the pupil whom the Central Committee delighteth to honour? It will be difficult for the teacher to make his fellow-pupils realize that he has acquired any access of dignity.

Unfortunately, the great desire on the part of pupils who have examinations to pass is to get through as soon as possible; and it would never do for a master to keep his pupil back because he failed to obtain 40 per cent. in geography, for instance—a subject not required for his special examination. In fact, the teacher will be perpetually on the horns of a dilemma. He must either do injustice to his pupil, by interference with his course of study, and so likely drive him away, or do injustice to his employers, by conniving at a loss of Government aid, not to speak of the injury he will himself sustain. The trouble arises from the fact, that while the strongest possible inducement is held out to the master to prepare candidates for the "Intermediate," there is in a great many instances no reason why the pupil should attach any significance to it. I unhesitatingly assert that a gross wrong is being done to the master—one which will make itself felt with still greater weight when the novelty of the recent examination wears off.

There can be no justification in placing the teacher at the mercy of the pupils and their friends. I could mention several instances of this kind that have come to my knowledge lately; but no doubt your own observation will have shown you that difficulties will not be so exceptional as may be imagined. When the results of the "Intermediate" are published in the Toronto dailies, extenuating circumstances can have no effect on the public when they agree upon a verdict without a knowledge of the facts. No doubt a great deal will depend on what determines, to a great extent, the success of every teacher—the *entente cordiale* between himself and his pupils—but if this do not exist, the responsibility for its absence will be thrown on the master.

To obviate this difficulty, if the present system be maintained, and no change takes place in the standard of the examination, I would propose a plan which will utilize the scheme, and justify, to some extent, its existence. Most of you who have read Mr. Matthew Arnold's "Schools and Universities of the Continent" will remember that he refers to an examination which the German student passes at school before proceeding to the University—"The leaving examination." Such an examination I should like to see this become, only more extensive in its operation. Our "Intermediate" should affect four classes of students: (1) The ordinary pupil; (2) The young man who is preparing for the University; or (3) for a preliminary professional examination; or (4) the young man or woman who, having taught the required time on a third-class certificate, desires to obtain a second.

(1) In the case of the ordinary pupil this examination might take the place of the Oxford and Cambridge local examinations, to which, judging from the papers I have seen, it is about equal in difficulty. It should be acknowledged as such by our National University, which we regard as the proper source of educational honour so far as our High Schools are concerned. In this way the examination would acquire a value and a significance it does not now, and never can, possess. The acquisition of such a certificate of competency, bearing the stamp of our highest educational institution, would be a legitimate object of ambition for every High School pupil, and would give an impetus to education where it is mainly needed.

(2) If it were recognised as part of the junior matriculation examination, the University would be brought more immediately into contact with our school system, and benefits would accrue to both which it is unnecessary to enumerate.

(3) If the "Intermediate" certificate were accepted as the preliminary examination for the learned professions, not only expense would be saved to the country, but the educational results to those directly concerned would be far from inconsiderable.

(4) When according to the High School Inspectors, the "Intermediate" is equal to the examination for second-class certificates, there should be no objection offered to examine candidates for Public School certificates of qualification on the same papers as our pupils.

Of course, in all these cases modification would be made by experience, or to suit the actual requirements of particular professions; but some such adaptation of the system would, I believe, greatly advance the interest of education generally, and immeasurably relieve the master, whose responsibility will be great enough even under these circumstances.

Ladies' colleges, denominational institutions, and private schools

in general, have at present no means of testing the attainments of the great bulk of their pupils; so that the exact condition of these establishments is a matter of pure conjecture. This examination might be arranged so as to extend to them also, and the State would thus afford them a reliable means of testing the educational force of their schools. That this course would be productive of good to the institutions themselves I have no doubt; while, by making it an object for them to avail themselves of the privilege, the State would indirectly control their course of study, and bring about that homogeneity of culture which is essential in elementary education at any rate. When I read of the praiseworthy efforts that are being made to promote the higher education of women, I cannot help thinking that no real progress can be made so long as the elementary training of the majority of those who do not attend our National Schools is so lamentably defective.

5. Increasing tendency to determine results by means of written examinations.

These tests have, within the last few years, become so prominent a feature in our educational system, that it is of the utmost importance to determine what influence they will have on High School education.

There is a kind of written examination, to which, if judiciously conducted, there can be no possible objection. When the teacher examines his pupils in this way, in work he has gone over in the class, he is using an educative instrument of inestimable value. There is no surer method of detecting imperfections in knowledge; and the pupil is taught judgment and self-reliance, and acquires habits of accuracy in thought and expression. The teacher uses written test as a means. The character of the teaching is not determined by the examination; but the class work determines what the written examination will be.

It is highly objectionable, however, I believe, that the questions set by any Board of Examiners should be the teacher's guide in the school-room. It is, unfortunately, a fact that with both pupils and master education is often turned into preparation for an examination, and what both aim at is not how to gain knowledge and intellectual power, but what will pay at the examination.

A few moments' consideration will show you to what extent the master and pupil are now under this influence.

The High School entrant has to pass a written examination, for which, for some time at least, he is prepared by the Public School master. When he enters the High School the teacher there will have the "Intermediate" in view, and the pupil's education will be influenced more or less by it; and when he has successfully undergone the "Intermediate," if intended for the University, a profession, or teaching, the written examination again looms in view. As for the master, his life will be one never-ending grind from the beginning of one half-year to the end of the other—examinations every way he turns.

The great question, however for us to consider is, Does all this tend to promote education? With your permission I shall point out briefly what seem to be prominent objections to applying the written examination in determining the efficiency of a school, and we shall then be able to appreciate the gravity of the position.

When the pupil is preparing for an examination he is led to acquire knowledge, not on account of its own value, but for the sake of passing. He is in somewhat the same position as the man who marries a woman for her money. It is possible that affection may follow; but the chances are against such a result, and the principle is universally admitted to be a bad one. The knowledge we obtain in preparing for an examination is valueless as mental culture, compared with that pursued for its own sake. When we are anxious to master a subject, we devote ourselves to earnest investigation, and consider it in all its bearings, and are not satisfied until we have made it our own. It is to be feared, however, that the candidate at an examination is more influenced by the desire to appear to possess knowledge than to have that living acquaintance with it which alone can confer intellectual power. It is not the man who has excelled in passing brilliant written examinations that distinguishes himself in after life, and benefits most his fellow man.

Besides, the compulsory examination acts on a pupil's fears, not on his hopes. If he fails he considers himself disgraced, and the little knowledge he has "crammed" for the occasion will certainly not be regarded with the feelings that should pervade the heart of every lover of the muses. It would not be difficult to estimate the amount of culture acquired by such a process. In teaching, the theory is that we should win our pupils to the love of knowledge by kindling a noble enthusiasm in their breasts; the practice will be, in too many cases, to hold up before their eyes the fear of failure. So that they are forced to regard knowledge, not as the lover does his mistress, but as the slave does an unreasonable and tyrannical master.

Every genuine teacher knows that the theory is correct, and no

educational vagaries will succeed in driving out of the hearts of many of us the earnest desire to do our duty faithfully; but it is so hard to always scare up the enthusiasm for over the forty per cent. in each of the thirteen subjects, and "cramming" is such an easy process and pays so well!

Again, does any one require to be told that there is no knowledge so easily forgotten as that we stuff ourselves with to pass an examination? Illustration is unnecessary.

It is well for us then to consider whether this is the kind of thing that should be systematically encouraged by our national system of education.

"In Austria, the country of examinations," says the French Commissioner, "there is no intellectual work."

"The paramount aim in Prussia," writes the English Commissioner, "is to encourage a love of study and science for their own sakes; and the Professors are constantly warning their pupils against Brodstudien—studies pursued with a view to examinations and posts."

In Ontario, we say at one moment, "Education, pure and simple, is to be aimed at above all things," and at the next we dangle before the eyes of the men who have the intellectual future of our Province in their hands the greatest incentives we can devise to render them recreant to their trust.

It cannot be maintained, either, that written examinations produce habits of application. Most candidates take it easy until a month or so before the examination, and when the spasmodic effort is over relapse into lethargy.

The strongest argument of all against the present tendency is forcibly brought out in the words of the Rev. Mr. Pattison, who, speaking of University examinations, says: "The paralysis of intellectual action produced by a compulsory examination is not more remarkable than its effect in depressing moral energy. For, as examinations have multiplied on the unhappy pass-man, the help afforded him to pass them has been increased in proportion. He has got to lean more and more on his tutor, and to do less and less for himself. The tutors do indeed work—they drudge. For they aim at taking on themselves the whole strain of the effort. It is a point of honour with them to get their pupils through. The examinations have destroyed teaching, which may be said to be a lost art among us."

I should like to hear Mr. Pattison's opinion of the present tendencies in our High School system.

Such being the general tendencies of written examinations in the case of young men, even when the spring that moves the teacher is ambition or honour, there are two exceptional points in our case which I shall briefly state:—

(1.) The ages of the pupils affected by the "Intermediate" Examination are supposed to range from 12 to 16 or 17—in other words, they are to be subjected to the various influences of this mode of determining results at the time of life when the reflective powers should be trained and developed.

(2.) A very large inducement is held out to the teacher to prepare his pupils for the "Intermediate," in the shape of an annual grant of \$60 per unit.

I think you will agree with me that it is unfair to the man, and bad policy on the part of those in authority, to make it his interest to pursue some other object than the real efficiency of his school. It should not be wondered at, nor can he be greatly blamed, if he sometimes sacrifice his duty. In this connection it is only necessary to remind you of the form taken by the revival of learning when the legislative apportionment was based on the average attendance in classics. I think that if we could only procure reliable statistics, it would be found that in the matter of morality our profession ranks as high as any other; but it is an old and sacred saying—"Lead us not into temptation." I need not waste time showing you why in the eyes of the master and the public this part of the scheme is the important one. I am not one of those who believe that \$10,000 in the Inspector's hands is going to cure all the defects of the system, and the shortcomings of the masters and trustees of 112 High Schools.

You may reduce the evils of the system by great care in the preparation of questions. In mathematics the objection is not so strong; but in some of the other subjects of examination the supply of questions that cannot be answered in "cram" seems to be limited. Why, it was only the other day that I saw in an educational journal the advice given to candidates to procure full sets of past examination papers, and the remark was made that if, having worked these through, the candidate failed, he had himself to blame. This I regard, when applied to the boys and girls of our schools, as vicious in principle, and subversive of real education. The evil tendencies are just as great when the pupil knows the style of the questions as if he knew the questions themselves. There are no Examining Boards in the Province who can so vary

their questions as to enable us to avoid this rock. I think it is highly advisable that examiners should be frequently changed. In the matter of the "Intermediate," it would be advisable that the Inspectors should have something to say in the matter, but it is not in the interests of education that our examinations should run in a groove, even if it be a broad one.

If our education is to be what it should be, there must be more than mere working towards examinations. To pass written examinations is not the schoolboy's chief end, and the teacher has a nobler duty to perform than the mere drudgery of a never-ending grind.

There seems to have sprung up in these days a species of men with whom examination is "King," and "Cram" is prophet. It has been said that "cramming"—that is, filling the mind with undigested knowledge—is better than nothing. I do not believe the doctrine.

A large assortment of facts is useful to any man, and professional education is largely of that nature; but in the school-room cram has no place. The mental constitution of the boy who is perpetually subjected to this process is injured in the same way as the man injures his body who eats too fast or too much, and sows the seeds of dyspepsia.

As a writer I once read says:—"The teacher's duty is not to impart information, but to teach children how to value, gain, and use information for themselves. The mind may be trained so that all his life long the boy can gain lore with ease and rapidity. We do not make good huntsmen by providing them with game at the contest, but by showing them how to hunt and handle their weapons. If in practising we bring down game, it is well, but, in all the preparatory course, the main object is practice, not prey."

I had intended to discuss the absence of any incentive to attach due importance to physical culture—to draw attention to the fact that if this branch of education be ignored, we shall have little chance in future of a "*mens sana in corpore sano*." The premium now set on forcing the bright pupil, and neglecting the dull and indolent one, also demands our attention, and it might be not amiss to consider the prospect, if matters remain as they are, of a possible more extensive development of the private school. But I find that I have exceeded the limit I had set for myself, and I fear I have already overtaxed your stock of patience. No doubt I have said a good deal many of you will oppose. I should feel that I have imperfectly performed my task if I had not; but I am sure you will all join with me in wishing a speedy haven of rest for our High School system.

A discussion followed in which the following gentlemen took part: Dr. Crowle, Messrs. Dawson, Purslow, ~~Strang~~ Brown, Connor, Miller, Harvey, McGregor, McIntosh, McCallum, Carlyle, McKinnon, McMurchy, Glashan and Seath.

Mr. Miller said he believed that the anomalies in the result had arisen from the candidates failing in some simple subjects.

After further discussion, Mr. Glashan asked if the High Schools were prepared to take the second-class papers instead of the Intermediate papers? The Central Committee had nothing to do with the Intermediate Examination. The Central Committee did not prepare the papers.

Mr. Miller said he had seen it stated that the three Inspectors prepared them.

Mr. Seath, in concluding the discussion, said there was a large percentage of luck about written examinations. He thought it would be absurd to think of accepting the Intermediate Examination as an equivalent for a second-class certificate, because the subjects were different.

Mr. Glashan asked if Mr. Seath would be willing for any one who had not paid particular attention to High Schools to examine High School pupils?

Mr. Seath said certainly if he were a competent Examiner. It would be very absurd for a master to devote all his time to the higher pupils for one half year, because he would suffer for it afterwards with the pupils he had neglected. He believed the Inspectors were doing the best they could for the High Schools. He did not believe there had been much cramming for the last Intermediate, because the masters did not know what the papers would be. The vote of thanks to Mr. Seath was then carried.

8. MEETINGS OF SECTIONS.

The Teachers' Association is divided into three sections, one of which is composed of High School masters, the second of Public School inspectors, and the third of Public School masters. These sections meet during the forenoon of each day, in separate rooms, for the transaction of business more immediately concerning the members of each section. The conclusions arrived at during the successive sittings of the sections are submitted to the General Convention in the form of a report.

The Inspectors' section met at 9.30 a.m.

The forenoon was taken up by a very earnest and spirited discussion on School Registers, in which Messrs. Smith (Wentworth), Dr. Wadsworth (Norfolk), Knight (Victoria), McIntosh (Hastings), Little (Halton), Harrison (Kent), Scarlett (Northumberland), Brown (Peterboro'), McCallum and Dearness took part.

HIGH SCHOOL MASTERS' SECTION.

The subject under discussion in this section was the recent Intermediate Examination. The criticisms of the speakers were directed partly against the Intermediate Examination itself, but mainly against the manner in which the only one which has yet taken place was conducted. The substance of what was said may be put in this form: The Intermediate is of questionable utility at best, and if important modifications are not made in the manner of conducting it, it will act injuriously instead of beneficially on the schools. One objection was based on the character of the papers, especially those on algebra and history, the former being entirely too long, and the latter containing some questions unsuitable for boys and girls of 14 or 15 years of age. The exaction of a minimum of 40 per cent. on every paper was felt to be a grievance, more especially as whenever a candidate fell below that percentage no more of his papers were read, and he was regarded as plucked, no matter how well he might be up in the aggregate. As a consequence of the adoption of this method, no detailed information could be furnished to teachers showing where and how their candidates had failed. It was suggested by one speaker that there should be no minimum prescribed, and by another that the subject should be arranged in groups, such as Mathematics, English branches, &c., in each of which groups there might be a prescribed minimum. It was urged that while Boards of Trustees would hold the masters strictly responsible for the failure to pass pupils, there was no motive to which the masters could successfully appeal in their efforts to induce candidates to come forward. Something in the way of utilizing the examinations ought, it was contended, to be done, if the whole thing was not to become a miserable failure. The opinion was expressed that the Intermediate was capable of being turned to good account if these defects were remedied.

PUBLIC SCHOOL MASTERS' SECTION.

A prolonged discussion took place on "Teachers' Examinations," the conclusions arrived at being embodied in a series of resolutions which will appear in the proceedings of the General Convention. In addition to their finding on the subject of "Teachers' Examinations," the members passed a resolution affirming the desirability of making the Public School vacation as long as that of the High Schools.

ELECTION OF OFFICERS.

The Nominating Committee submitted the following names of officers:—President, Rev. Principal Caven; Recording Secretary, A. McMurchy; Corresponding Secretary, J. Hughes; Treasurer, S. McAllister. The several nominations were unanimously confirmed.

THE COUNCIL OF PUBLIC INSTRUCTION.

Mr. Jas. Hughes addressed the Convention on the subject of the Council of Public Instruction. He said that when this subject was assigned him, the recent important changes in the educational control of the Province had not been made, and the question now was, should the Council of Public Instruction be revived? He did not believe that that body should again be called into existence, supposing it were to retain all its former executive functions; that would tend to hamper the responsible Minister. But he thought it would be well to return that body as an Advisory Board under the Minister of Education. The Central Committee was scarcely of a representative character. One member might be said to represent the Universities, three the High School Inspectors, and two the Public School Inspectors, while the High School masters and the Public School masters were totally unrepresented. These being largely in the majority should, undoubtedly, be represented on that Committee, and he believed that if this Association expressed its opinion in that direction, the Minister of Education would fall in with the idea. He (Mr. Hughes) could see no tangible reason why such an Advisory Board should not act cordially and harmoniously with the Minister. He believed that the profession should, through its various sections, be represented on this Council or Advisory Board. This Board might well be executive in its character with reference to a few minor matters—such, for instance, as the revision of text-books and the preparation of limit tables. He concluded by moving, seconded by Mr. McMurchy, "That a Committee, consisting of Messrs. Seath, McMurchy, and Dawson, of the High School Section; Johnson, McAllister, and Alexander, of the Public

School Teachers' Section; McCallum, McIntosh, and the mover, of the Public School Inspectors' Section, be appointed to confer with the Minister of Education, with a view to secure the establishment of a Representative Board to advise with him in educational matters."

Mr. Suddaby moved in amendment, "That the names of Messrs. Moran and Dickenson be substituted in the proposed Committee for those of Messrs. Alexander and McAllister." After further discussion, Mr. Alexander and Mr. McMurchy asked that their names be withdrawn from the Committee. The amendment was put and lost.

Mr. Dickenson moved in amendment, seconded by Mr. Suddaby, "That Mr. Moran's name be substituted for Mr. Alexander's." Lost. The motion was then carried.

EXAMINATION OF PUBLIC SCHOOL TEACHERS.

The discussion of Mr. Lewis's paper, postponed from the previous day, was then resumed.

Mr. McAllister explained that the resolutions he had submitted were the expression of the Public School section, in which they had been thoroughly discussed. The resolutions were taken up *seriatim*.

The first resolution, referring to the recognition of experience in teaching, was carried.

On the second resolution, proposing to allow candidates the option of taking three examinations to pass, Mr. Suddaby moved in amendment, "That, in the opinion of this Association, it is advisable that candidates for first or second-class certificates be examined in all the subjects at the same time, as heretofore; that all persons holding third-class certificates be required to write on second-class papers at the expiration of the three years; that the Inspector be authorized to extend for one year the certificates of any candidate who, having failed to take a second-class certificate has nevertheless made per cent. on arithmetic and grammar separately, and per cent. on the whole."

Mr. McIntosh moved to strike out all the words after "heretofore." The amendment to the amendment and the amendment were lost.

Mr. Strange moved an amendment striking out the references to the second class, and limiting the number of examinations to two instead of three. The amendment was lost by 29 to 25.

Mr. McKinnon moved to substitute "one" for "two" in the main motion, thus limiting the examinations to two instead of three for both first and second-class certificates. The amendment was lost.

The original motion was then put, and was carried by 32 to 24. It is as follows:—"That candidates for the grades of both first and second-class certificates should be allowed the option of taking up the whole of the subjects at one examination, or of dividing them into the work of two subsequent examinations—if they take up the whole at one examination and fail, they should be required to be examined the next year in those subjects only in which they failed."

The remaining resolutions were carried, and the Secretary was instructed to forward a copy to the Minister of Education.

THE LATE MR. DIXON.

Mr. Scarlett, from the Committee appointed to prepare a minute in reference to the late J. B. Dixon, reported, asking leave to prepare an obituary notice for publication in the minutes and in the *Journal of Education*. The report was adopted, and the required leave was granted.

THE CONSTITUTION OF MATTER.

Dr. Haanel, of Victoria College, Cobourg, read a most interesting, eloquent, and learned paper on the constitution of matter. He contended against the theory of the continuity of matter, and in favour of its atomic constitution, each atom being a group of indivisible created particles, which he terms ultimates. This view pointed, he alleged, indisputably to the existence of a First Cause. The essay, though necessarily clothed in technical language, was diversified by most poetical similes, remarkable for the purity and elegance of its English, and essentially practical in its tendency. Mr. Moran (Stratford) moved a vote of thanks to Dr. Haanel. Dr. Kelley seconded the motion. Other members having spoken in terms of the highest compliment of the lecture, the motion was unanimously carried.

Dr. May, of the Educational Department, was called on by the Chairman to address the meeting. He said he had been appointed by the Government to superintend the Educational Department of Ontario at the Centennial Exhibition, and was happy to know that they had received praise from all sources. He had found that a

great many people did not know where Ontario was, and many others had no idea of the kind of teachers we had. He explained arrangements which had been made for a teachers' excursion to Philadelphia, the total cost of which, including stay, would be about \$25. He said there would be an advantage in going in September, viz.: that they would be able to hear the evening lectures on educational matters which would then be going on. Mr. McIntosh moved the appointment of a Committee, consisting of Messrs. Hughes, McAllister, Deane, and McMurchy, to confer with the Minister of Education on the subject. Mr. Dickenson moved to leave the matter in the hands of Dr. May.

Dr. May thought it would be improper for him to ask the Minister to give the teachers a week. He would be happy to write to him, to urge the desirability of the teachers visiting the Exhibition, and to give them his services when they were at Philadelphia. After various remarks on the subject, a vote of thanks to Dr. May was carried.

REPORTS OF DELEGATES.

Mr. McIntosh, East Hastings; Mr. Moran, Stratford; Mr. Suddaby, Waterloo; Mr. Dearness, East Middlesex; Mr. Dickenson, North York; Mr. Dawson, South Hastings; Mr. Coates, Halton; Mr. McArdle, Ottawa; Mr. Clarke, Toronto; Mr. McQueen, Wentworth; Mr. Scarlett, Northumberland; and Mr. Harvey, Peterboro', gave short verbal reports from their respective branch Associations.

NEXT PLACE OF MEETING.

The Secretary said he had received an invitation from Mr. Thorburn, for the Association to meet at Ottawa next year. He had also received a letter from the Secretary of the Protestant Teachers' Association of Quebec, asking this Association to appoint a delegation to their meeting in October. It was resolved to send Mr. Dawson, of Belleville. It was also resolved to meet next year in Toronto.

VOTES OF THANKS.

Votes of thanks were passed to Mr. and Mrs. Goldwin Smith, for their courtesy and hospitality; to the railroad companies, for reducing the fares; to the Education Department, for the use of the hall; and especially to the city newspapers, for their full and accurate reports of the meetings; and to Mr. McQueen, for his conduct in the chair.

The National Anthem was then sung, and the Convention closed.

MEETINGS OF SECTIONS.

High School Masters' Section.

The Committee appointed to draw up a series of resolutions on the Intermediate Examination reported the following, which, after a spirited discussion, were unanimously adopted:—

I. That in the opinion of the High School Section it is desirable: I. That having passed the Intermediate Examination should be considered as equivalent to having passed the Junior Pass Matriculation Examination of the University, the examination for a teacher's certificate, and the preliminary examinations for the Law Society and Medical Council, with such modifications as may be deemed necessary.

II. That pupils who have passed the Matriculation Examination of the Universities, or the examination for second-class certificates, shall be considered as having passed the Intermediate Examination next preceding.

III. That the masters be furnished with full information regarding the result of the examination of each pupil in each subject.

IV. That the test subjects for the Intermediate Examination be grouped in the following manner:—

1. Arithmetic, algebra, and Euclid.
2. English grammar, composition, and dictation.
3. History, geography, and English literature; and that candidates who obtain 40 per cent. of the total in each group, and not less than 20 per cent. in each subject, shall be considered as having passed the examination.

A resolution was also adopted in favour of increasing the fixed bonus to High Schools from \$400 to \$500, with a view to saving the weaker schools from extinction. After a brief and very desultory discussion of the High School programme, a resolution was adopted affirming the advisability of consulting the High School masters, through their representatives in the Senate, about any future changes which may be made in the curriculum of the Provincial University.

Mr. Alexander then moved, seconded by Mr. Johnston, "That the minutes be approved of as read, which was agreed to."

Mr. Moran then moved, seconded by Mr. Moir, "That the Sec

retary of this Association be instructed and empowered (first) to put himself into communication with local Associations with a view to getting them to work in connection with this Association. (Second). To get information (a) as to the officers, times of meeting, rules, &c., of such local Associations; (b) as to the subjects discussed, and the results arrived at in their meetings; and that the General Board of Directors be instructed to submit all the questions and business of the annual meetings of this Association and sections to the local Associations at least four months previous to the meetings of this Association, and that the local Associations be requested to send delegates to this Association to represent their views on the subjects so discussed and any other matter they may wish to have brought before this Association."

Several members spoke on the motion, after which it was put to the meeting by the Chairman, and carried.

Mr. Dickenson then moved, seconded by Mr. McKellar, "That Public School masters and teachers be granted similar representation on the Central Committee of Examiners as they formerly had on the Committees of Public Instruction."

The Chairman then put the motion to the vote, when it was lost by 14 nays as against 6 yeas.

The meeting then elected officers of the section as follows:—Chairman, Robt. Alexander, of Galt; Secretary, H. Dickenson, of Newmarket; Members of Committee, Messrs. Dearness, of London; Johnston, of Cobourg; Moran, of Stratford; Dickenson (the Secretary); and Clarke, of Toronto.

It was then moved by Mr. Campbell, and seconded by Mr. Johnston, "That in the opinion of this section of the Association it is desirable that the distribution of the Superannuation Fund to superannuated teachers be according to a certain classification, so that each teacher incapacitated, on retiring from the profession after teaching twenty-one years, may receive a proportionate amount to that paid into the fund annually."

Inspectors' Section.

The election of officers for the ensuing year was proceeded with, when the following were elected:—President, Mr. J. H. Smith; Secretary, Mr. W. McIntosh; Directors—Messrs. Hodgson (York), Wadsworth (Norfolk), McKinnon (Peel), McCallum (Hamilton), Knight (Victoria), Strang (Goderich).

The annual report of the Rural Trustees was submitted and adopted with certain amendments.—*Abridged from "Globe" Report.*

II. Borthwick Ottawa Investigation.

(Continued from page 111.)

Miss Anna Maria Living sworn and examined by Mr. McDowall, Complainant:

Q.—When did you attend the Normal School at Toronto? A.—I think it was the 48th session, and the year 1872.

Q.—Would it be the first or second of the year? A.—It was in the winter session. That is, I went in the summer and it was near Christmas when I came home.

Q.—Before you went you had a second grade, A? A.—Yes.

Q.—At what examination did you obtain your second B? A.—December, 1871.

Q.—Your second A? A.—July, 1872.

Q.—And your first A? A.—December, 1872.

Q.—Are you aware that during the examinations you wrote in, when you obtained any of those certificates, that the seals of an envelope were broken? A.—I know nothing at all about my second class examinations; but with regard to the first, one of the gentlemen teachers met my sister and told her he had seen one of the papers.

Q.—What do you know yourself? A.—I have no personal knowledge of anything of the kind.

By Dr. Hodgins, Chairman:

Q.—Do you know the name of that teacher that spoke to your sister? A.—Mr. Smirle.

By Mr. McDowall, Complainant:

Q.—Did Mr. Parlow tell you? A.—No.

Q.—Were you aware in the examinations of 1872 that papers were given to candidates to enable them to prepare for the examination? A.—I am not.

Q.—Were you not given a paper before the proper time? A.—I was not.

Q.—Had you not a paper at home to prepare answers from? A.—I had not.

By Dr. Hodgins, Chairman:

Q.—Had you any knowledge of any paper before the examination? A.—I had of English Literature.

By Mr. McDowall, Complainant:

Q.—Did you see the paper? A.—No.

By Dr. Hodgins, Chairman:

Q.—How did you obtain the information? A.—From my sister.

Q.—How did she obtain it? A.—From Mr. Smirle. He saw the paper and wrote down for my sister what he remembered of it. That paper was lost, but she remembered what was written, and told me.

Q.—And you do not know what became of it? A.—I do not.

Q.—Do you know whether it came into the possession of any other person? A.—I do not know.

Q.—And you derived your information in advance? A.—Yes.

Q.—How long before hand? A.—I could not say.

Q.—Do you mean you could not tell the precise number of days? A.—I could not tell.

Q.—It was before you went in to write the paper? A.—Yes.

Q.—Were you enabled from that information to consult any authority? A.—I looked up the questions I knew were to be given. I did not write the composition through.

Q.—You knew the subject of the composition beforehand? A.—Yes.

Q.—But did not write it? A.—No.

Q.—But you availed yourself of the information you got in replying to the questions in English Literature? A.—Yes. That is, I looked over the questions.

Q.—You have no personal knowledge of how Mr. Smirle came in possession of that paper? A.—Nothing but what he told my sister. He told her he had seen it.

By Mr. Slack, Commissioner:

Q.—Did Mr. Smirle have this paper when he saw your sister? A.—No, because it was in the street he said it.

By Mr. McDowall, Complainant:

Q.—Have you any recollection of the number of questions in English Literature? A.—I don't remember.

Q.—Would there be more than four? A.—I could not say.

Q.—However, the hints she gave you aided you? A.—Yes.

Q.—Can you tell from this paper what questions she gave you? (Here the witness was handed the paper on English Literature.)

A.—She gave me Burns, the French Revolution and the late war between France and Prussia.

Q.—Look over the questions particularly, and see if you remember any others? A.—I am not certain, but I think I knew the second subject of composition—"Woman's sphere, and the education to fit her for it." I am not positive of it, but I think I knew it.

By Dr. Hodgins, Chairman:

Q.—Did you apprise any of the examiners that you were acquainted with the subjects of that paper? A.—I never told any of them at all.

Q.—Did it occur to you at all that it would have been well for you to notify them? A.—That never occurred to me.

Q.—Did you see your examination papers in the Journal of Education? A.—I never read them over.

Q.—But you saw them? A.—Yes.

By Mr. McDowall, Complainant:

Q.—You did not obtain possession of any paper besides English Literature? A.—No; I knew nothing of the contents of any paper but that.

Q.—And you did not get possession of it? A.—No.

By Mr. Slack, Commissioner:

Q.—Who was it handed out this paper on English Literature at the examination? A.—I think it must have been Mr. Borthwick.

Q.—Did you see him take the papers out of the envelope? A.—No. I wrote in the hall. It was very cold.

By Dr. Hodgins, Chairman:

Q.—You were not in a position to see him? A.—I wrote in the hall.

Q.—Could you see him from there distributing the papers? A.—Sometimes I could.

By Mr. McDowall, Complainant:

Q.—In fact, you were the only candidate for a first-class certificate? A.—Yes.

Q.—He handed you an examination paper? A.—Yes.

Q.—And you did not see him take it out of the envelope? A.—No.

Q.—Do you know how your papers were collected after you finished a subject? A.—I gave them to whoever was in the room; sometimes to Mr. McMillan and sometimes to Mr. Borthwick.

Q.—Did you notice what was done with these papers? A.—No.

Q.—Were you allowed the privilege of looking over the papers at home, and hand them in next day? A.—No.

Q.—Could you recollect what time you received this information,

whether it was two or three days or a week before the examination? A.—I could not recollect.

Q.—On receiving the information you turned up the authorities? A.—Yes; I referred to my text-book on English Literature.

Q.—What was that? A.—Collier's; but I did not refer to any other.

ANNA M. LIVING.

Signed in the presence of
P. LE SUEUR,
Commissioner.

On the investigation being resumed in the afternoon, Mr. Edwin D. Parlow, being sworn, was examined by Mr. McDowall, Complainant:

Q.—Were you in the city during the December examination, 1872? A.—Yes, I was in the city at that time.

Q.—What person do you remember writing for a first-class certificate at that time? A.—I cannot answer that question of my own knowledge.

Q.—Did you go into the room and see any one writing? A.—I was not in the room during the first-class examination.

By Dr. Hodgins, Chairman:

Q.—Not at any time during the examination? A.—Not during the first-class examination. I went over during the second-class examination to see Mr. Borthwick on a matter of business.

By Mr. McDowall, Complainant:

Q.—Do you know from official documents published by the Department of Education who would have been candidates for first-class certificates at that examination? A.—I have seen the *Journal of Education*, and the name of Miss Annie Living mentioned.

Q.—You saw her examination papers published in that document? A.—Yes, I saw them.

By Mr. McDowall:

Q.—Some time previous to the December examination, 1872, have you any impression of seeing an examination paper exhibited to you by any one? A.—I can only give the impression upon my mind. I cannot state positively that I saw a paper of that examination.

Q.—I did not say of that examination; I said an examination paper? A.—I saw an examination paper.

Q.—Some time previous to the December examination? A.—Yes.

Q.—Who showed you that paper? A.—I think I saw it in the hands of Mr. Borthwick.

Q.—Was there any other person present? A.—Mr. Smirle was.

Q.—How did it occur? A.—I came into the room, and Mr. Smirle and Mr. Borthwick were there together. I may add, that I went in without ceremony—without rapping.

By Dr. Hodgins, Chairman:

Q.—Was Mr. Smirle an examiner? A.—He was not; it was at the conclusion of the second-class examination, and we were then deciding who was going to the Normal School; that was the object of my visit.

Q.—You went in, and a certain paper was shown you? A.—Yes.

Q.—Was the same paper one of an examination that had taken place, or one that was taking place? A.—I cannot swear; I had not time to read more than three words of it.

By Mr. McDowall, Complainant:

Q.—You did not even read one question of it, did you? A.—No.

Q.—Was it handed to you? A.—Yes.

Q.—And almost immediately taken from you? Yes.

Q.—You don't know whether it was first or second-class? A.—I do not.

Q.—Nor the subject? A.—Nor the subject.

By Dr. Hodgins, Chairman:

Q.—You were not a candidate? A.—I was not.

Q.—Did you communicate your impression to any one? A.—I may have spoken about it at the time.

By Mr. McDowall, Complainant:

Q.—Do you remember what any of Mr. Borthwick's remarks regarding the paper were? A.—I do not recollect the remarks, but I think he said something about it.

Q.—What was the effect of it? A.—I think he said something to the effect that he regarded it as an easy one. I cannot tell you anything else.

Q.—For what object do you suppose he had the paper in his hands? A.—I do not know why he had the paper in his hands.

By Mr. Le Sueur, Commissioner:

Q.—Was this paper marked as if it had been used? A.—It seemed to me like a fresh paper.

Q.—Do you remember anything it contained? A.—I have no remembrance of that.

Q.—Nor of the subject? A.—Nor of the subject. I had impressions, and impressions alone, regarding it.

By Mr. McDowall, Complainant:

Q.—You would have observed finger marks upon it? A.—I would not. I am telling the Commission upon my oath what I remember. There may be other facts, but I do not remember them.

Q.—Do you know any examination at which that mentioned in the second charge (reading from the document) was done? A.—It never was done at any examination where I was present, to my knowledge.

Q.—Was it ever done at any examination at which you were not present? A.—I never came up to any examination except the one in question.

Q.—Were you aware that examination papers were given to teachers at any other examination? A.—I should like to have that question at fuller length.

Q.—Are you aware that in December, 1874, or July, 1875, examination papers were given to any one, whether you were there or not? A.—I was at one examination where the papers were given beforehand.

Q.—Was it in July, 1874? A.—It was before I had my first. I think it was in July, 1872.

Q.—Was the paper given to one candidate, or more than one? A.—There was another candidate beside myself. It was the last paper, and it was given to both of us.

Q.—How long before the time was up? A.—I do not remember. It was Saturday afternoon, and I was not aware but it was the duty of the Inspector to give us the papers.

Q.—He just came in and gave them to you? A.—Just came in.

Q.—How long had you these papers in your hands? A.—I took my seat, and the papers were handed to me.

Q.—Was that set of papers opened in your presence? A.—I cannot say that. The Inspector was in the room with these papers, and I do not know whether they were opened or not.

By Dr. Hodgins, Chairman:

Q.—Two sets of papers were handed to you together? A.—They were.

By Mr. McDowall, Complainant:

Q.—You got two papers at the same time? A.—Yes.

Q.—You had the papers belonging to the second set the time you were answering the questions to the first? A.—Yes.

Q.—What were the subjects? A.—I believe one subject was Zoology.

Q.—That might have been a two hours or a two hours and a half subject? A.—I do not remember.

Q.—This was in July, 1872? A.—This was in July, 1872.

The papers were then opened before the proper time? A.—He may have had instructions to open them for aught I know.

Q.—Who was the person who wrote with you at the time? A.—Mr. Duncan C. Robertson.

Q.—That gentleman is not in connection with the City Schools now? A.—He is not.

Mr. McDowall—You understand, Mr. Chairman, that two papers were given at the same time.

Mr. Hodgins—Yes.

Mr. McDowall—And one of the papers must have been opened before the proper time?

Dr. Hodgins—Certainly, that is clear.

Examination of Mr. Parlow continued by Mr. McDowall, Complainant:

Q.—You had your second A. when you wrote these papers? A.—I had.

Q.—Did you know of any papers being given out before the proper time previous to this? A.—I did not.

By Dr. Hodgins, Chairman:

Q.—Was there any other Examiner than the Inspector present when these papers were handed to you? A.—I do not think so.

Mr. Rathwell may have come in during the afternoon.

By Mr. Gibb (Counsel for Mr. Borthwick):

Q.—Were no candidates present but Mr. Robertson and yourself? A.—None.

Q.—And no Examiner but the Inspector? A.—None.

Q.—Did you leave the room before you finished your papers? A.—I do not remember.

By Mr. McDowall:

Q.—Did Mr. Borthwick make any remark when he handed you the papers? A.—I do not remember.

By Mr. Gibb:

Q.—Do you know what paper this is they say you saw? A.—I do not know.

Signed in presence of
J. GEORGE HODGINS,
P. LE SUEUR,
Commissioners.

EDWIN W. PARLOW.

Mr. A. Smirle, recalled and examined on the first charge by *Mr. Mc.Dowall*. Complainant :

Q.—Have you any knowledge of any examination in 1871 or 1875 in which anything of the kind specified in the first charge occurred?
A.—I have no recollection of ever seeing *Mr. Bothwick* break the seals.

Q.—That is not the point. Have you any knowledge that it was done? A.—I do not think I could give a direct answer to that question.

Dr. Hodgins—You can surely give an answer "Yes," or "No."

By Mr. Slack, Commissioner :

Q.—Did you see a paper before it should have been presented to the candidates? A.—I saw a paper.

Q.—What was it? A.—An examination paper.

Q.—How long before the examination did you see it? A.—I could not swear.

Q.—Did you see it the same day it was given out? A.—No.

Q.—While the second-class candidates were being examined? A.—I could not swear.

By Dr. Hodgins, Chairman :

Q.—Have you any knowledge of what time it was? A.—I cannot say anything other than I have said.

By Mr. Slack, Commissioner :

Q.—Was it before the commencement of the first-class examination? A.—I cannot swear.

By Mr. McDowall, Complainant :

Q.—Was it in the second-class examination? A.—I cannot swear as to the exact time.

By Dr. Hodgins, Chairman :

Q.—How did you come to see it? A.—*Mr. Borthwick* showed it me.

Q.—What was the subject? A.—English literature.

Q.—And you cannot say how long it was before the examination?
A.—I cannot say.

Q.—Was it more than one day before the examination closed?
A.—It was.

Q.—Had you asked to see the paper? A.—No, sir.

Q.—It was voluntarily shown you? A.—Yes.

Q.—Why were you shown it? A.—I do not know.

Q.—Were you a candidate, or had you friends who were candidates? A.—I was not personally interested.

Q.—The papers having been shown you at least one day before the close of the examination, had you no opinion that the seals were broken? A.—They might have been taken out without the seals being broken. I have seen mixed papers come in the same envelope.

Q.—If you can make a statement of that kind, you ought to be more particular as to the event? A.—At the last County Board examination some papers and the time-table came in one envelope, and the time-table was required early in the examination.

Q.—But these might be papers which would contain no possible information. Was one of the papers along with the time-table an examination paper? A.—I do not know.

Q.—That is important. Some papers might contain matter material to the examination, and it would make a great difference were they along with the time-tables; but there are others that might contain no possible information whatever, and of course that would have no relation to this inquiry. You are not prepared to say that one of the mixed papers you refer to were examination papers? A.—I am not.

By Mr. Gibb (Counsel for Mr. Borthwick) :

Q.—It may have been a mistake on the part of some of the clerks in the Department? A.—If they had been examination papers, it would have resulted from such a mistake.

By Dr. Hodgins, Chairman :

Q.—Did you communicate the contents of the paper shown you to any one? A.—Yes, to two.

Q.—Who were they? A.—*Mr. E. W. Parlow* and *Miss E. Living*.

Q.—Was *Mr. Parlow* a candidate? A.—No.

Q.—Was *Miss Living* a candidate? A.—No.

Q.—Did you state to them the purport of the paper? A.—A very small portion of it. I simply had a glance at the paper, and I may have mentioned two or three points, but I should think not more.

Q.—Then you did communicate some information as to the contents of the paper before the examination? A.—I did.

Q.—Were either of the two persons to whom you did communicate this information going up? A.—No, but *Miss Living's* sister was.

Q.—Can you give any reason why you communicated that information? A.—I think it was given in answer to a question.

Q.—Then either of the two persons asked you, and you answered them? A.—*Mr. Parlow* did not ask me.

Q.—You say he did not ask you anything about it? A.—We talked about it.

Q.—Did you give him any information about it? A.—If you call it information to talk about the paper, I did.

Q.—You did communicate facts to *Miss Living* about the paper? A.—*Mr. Parlow* and I talked about it. The lady happened to ask me something about papers.

Q.—And in reply you communicated to her some facts regarding them? A.—I said I had seen a paper, and communicated to her some of the contents.

Q.—Why did you do so? A.—I cannot answer that question. I would have done the same to anybody. As a rule, students discuss anything of that kind, and we do not feel ourselves bound to protect the rights of the examiners, or anything of that kind.

Q.—Had you been a candidate yourself at this time, would you have communicated this information? A.—I suppose I could object to that question, but I believe if I had information as to what was in the paper, I would have done so.

Q.—Did you think the information you gave to *Miss Living* would have been to anybody's advantage? A.—That did not cross my mind at the time.

Q.—Would you have considered it of importance to yourself if any person under similar circumstances had given you similar information? A.—If any person was to tell me, and I should afterwards see the paper, I think it would have been of importance. I think I mentioned the subject of Composition.

Q.—Of course you can say, if that information was given you by the Inspector, that it was scarcely the information to receive in the first place; and in the second place, it was scarcely the kind of information which it was proper to communicate? A.—I feel it would have been better not to have received it, and having received it, better not to communicate it; but I think I did nothing but what the majority of the students would have done under the circumstances. I did not communicate it to any one of the students going up for examination.

By Mr. Gibb (Counsel for Mr. Borthwick) :

Q.—Was it with that intention you talked about it? A.—I had no particular design.

Q.—Just as two persons naturally interested in one matter would, *Mr. Parlow* and yourself, having met, spoke about the character of the paper? A.—Just so; *Miss Living* asked me if I had seen the paper; I answered that I had, and communicated one or two points.

Q.—You did not communicate it with the intention of letting parties going up for examination know what they should have to write about? A.—No.

Q.—Was it shown to you by *Mr. Borthwick* with the object of conveying the information to any particular person? A.—I do not think so.

Q.—Nor that you should convey the information to any others?
A.—No.

Q.—You do not know why it was communicated to you? A.—I do not.

Q.—You do not know where *Mr. Borthwick* got the paper shown you? A.—It was not in the envelope when I saw it.

By Mr. Le Sueur, Commissioner :

Q.—Where were you when the paper was shown to you? A.—I was in the hall, and passed into *Mr. Parlow's* room.

Q.—How did you come to be there? A.—It was about the examination time, and teachers are usually moving round then, because we feel an interest in them, and sometimes we go to get papers that have been left.

Q.—Were all the papers kept in that room? A.—I do not know.

Q.—The examinations were conducted in that room? A.—They were.

Q.—Were there any other papers about the table? A.—I only saw that one.

Q.—Did you read the paper there? A.—I do not think so; I just glanced briefly through it.

Q.—Had you any intention of becoming a candidate at that examination yourself? A.—I had not.

Q.—Where did you see *Miss Eliza Living* after that? A.—In the hall.

Q.—On the same day? A.—I think so.

Q.—Were you aware her sister was going up for examination upon that particular paper? A.—I cannot say I was.

Q.—Were you not aware that she was going up? A.—I had spoken to her about the matter, but I was not sure she was going up.

By Dr. Hodgins, Chairman :

Q.—Was her name mentioned in that connection? A.—Not that I recollect.

By Mr. Le Sueur, Commissioner :

Q.—It was in answer to Miss Eliza Living that you mentioned a portion of the contents of the paper? A.—In justice to Miss Eliza Living, I must say the question was not put, as I understood it, for the purpose of gaining the information; she simply asked if I had seen the papers.

Q.—Was it not very improbable that you should have seen the papers? What could have induced her to suppose you had seen them, or ask you if you had? A.—Candidates, and especially in cities, are not posted as to the routine of the proceedings.

By Dr. Hodgins, Chairman :

Q.—Are you not aware that there is a printed placard containing the Regulations up in the room, that she must have seen, that would have informed her? Have you not seen these? A.—I am aware of what you say, but she might not have had the information.

Q.—Was this lady up before to be examined? A.—I know that she had a certificate, but am not aware how it was obtained, or where she was examined.

Q.—You have intimated that the candidates did not know these Regulations—that they were not aware of the Rules. I want to recall to your mind the fact that these placards are posted up in the room. Are you aware of it yourself? A.—I am aware, and people who have passed their examinations before should know it.

Q.—Must not every candidate see them? A.—I think many of our teachers have not read them.

Q.—It would seem very extraordinary that the notice should be posted up, and they being interested would not see them? A.—It would be extraordinary. I do not think, however, that this young lady wrote at that particular examination.

By Mr. McDowall, Complainant :

Q.—You had an examination paper in your hand? A.—I cannot swear I had it in my hand, but I read a part of it in Mr. Borthwick's hand.

By Mr. Le Sueur, Commissioner :

Q.—You conversed with Mr. Parlow about the character of the paper? A.—Yes.

Q.—What communication had you with him? A.—It was simply with reference to the character of the paper—whether it was easy, and how much could be made out of it.

Q.—Not with reference to the fact of its being shown to you at that time? A.—I think we might have spoken about that, but I do not remember.

Q.—Did you think it was right you should have seen it? A.—I knew it to be a departure from the rules.

Q.—Would you be able to recognise that paper now, after having seen the questions upon it? (Document produced.) Do you recognise that? A.—The only point I recollect upon that paper is the third.

Q.—That question was upon the paper, and you recognise it? A.—I do.

Q.—Did you notice the other two points on the paper—Composition and English Literature? A.—I cannot say positively that I recognise any other than the third, the "Sphere of Woman."

By Dr. Hodgins, Chairman :

Q.—What portions of that paper did you communicate to Miss Living? A.—I cannot swear to any points. I read so many of these papers, and it is such a long time ago, that I have forgotten. I state to you on my oath that I cannot answer that question.

Q.—Except with regard to the Sphere of Woman? A.—I cannot swear to that, but it strikes me as having been one.

By Mr. McDowall, Complainant :

Q.—There were two subjects on the paper—English Literature and English Composition? A.—I have a recollection of mentioning in my conversation, English Literature and English Composition.

Q.—Did you see two papers? A.—I only saw one.

Q.—It must have struck you there were two subjects upon the paper? A.—That would follow. I do not remember anything about the form of the paper, but to the best of my recollection there were two subjects on it.

Q.—Look over these (handing witness the examination paper), and see whether you mentioned any of these subjects to Miss Eliza Living? A.—I do not remember.

Q.—Did you mention the "Sphere of Woman"? A.—I think so. On the second charge, the examination of this witness was continued by Mr. McDowall, Complainant :

Q.—Are you aware of any such thing as mentioned in the second charge, commencing with the year 1871, and ending with the year 1875? A.—I have no knowledge of the subject.

Q.—Nor any knowledge of anything being done with such an object in view? A.—None.

Q.—Have you any knowledge that within the period mentioned, any examination papers were given to any candidates before the

ime specified by the Regulation when those papers should be in the hands of candidates? A.—I have no recollection of anything of that kind occurring, unless it may have been in connection with the paper referred to. An optional paper might have been opened, the candidates having signified their intention of not writing upon it.

By Dr. Hodgins, Chairman :

Q.—What do you understand by an optional paper? A.—There is generally one given on Agricultural Chemistry, which is not taken by candidates in cities. I think some such thing took place here.

Q.—What time did this take place? A.—I cannot swear.

Q.—Why did you say it might have? A.—I have an indistinct recollection of seeing an optional paper before the time, and making some remarks upon it. I came to understand there were no candidates writing upon it.

Q.—Did you see that paper in your own hands? A.—I could not say.

Q.—Were you a candidate for examination at that time? A.—I cannot swear. The time I passed my second-class examination, I took the optional paper.

Q.—Was this before or after that examination? A.—I cannot swear. I have no recollection, but it may have been after.

Q.—You must found your idea upon something? A.—So far as my own knowledge goes, I am not aware of papers having been given to candidates, as charged.

Q.—I ask you with regard to a paper or any paper? A.—I have no knowledge of a paper or any paper unless the optional one.

Q.—Have you any knowledge of an optional paper being so given? A.—I cannot swear, but I think upon one occasion an optional paper was opened—whether before or after the examination I cannot say.

Q.—Were there any candidates before the County Board then? A.—I do not remember.

Dr. Hodgins—Because you see it would be very indiscreet to circulate that paper in a case of that kind.

Witness—I did not say that it was circulated.

By Mr. Le Sueur, Commissioner :

Q.—You seem to be quite sure, if it were opened, there were no optional candidates. How do you know the one thing and not the other? A.—I think it was reasonable to suppose so.

Q.—Do you feel sure there were none? A.—I would be going beyond my knowledge if I stated so. I said positively I knew of no papers being shown to any person before the examination?

Q.—Therefore it was unnecessary to say there were no candidates on the subjects of the paper opened? A.—I have no recollection of any papers being opened before the time, and no specific recollection of an optional paper.

Q.—But you have a very specific recollection there were no candidates for that paper? A.—It is my recollection there were not.

Q.—How do you know the paper was optional? A.—I do not think I should answer that question.

By Mr. McDowall, Complainant :

Q.—During the July examination of 1875, were you in the building within which the examinations were being held? A.—I was.

Q.—For first-class or second class? A.—As a member of the County Board.

Q.—Were you in the hall during the time. A.—I was, frequently.

Q.—When you were in the hall, did you notice anything irregular taking place? A.—I do not remember.

Q.—Did you not see any candidates with examination papers not in their hands? A.—I did, but I supposed they were papers they had written from.

Q.—Were they looking at them? A.—Yes, and discussing them as to what they had done. That was all.

Q.—Did you ever see candidates with papers in their hands immediately before they were called into the room to write upon these papers? A.—I have no recollection.

Q.—Say five or ten minutes before they were called in? A.—I have no positive knowledge of their having papers in their hands before writing.

Q.—Have you any recollection of having seen Mr. McArdle in the hall? Did you see him with a book in his hand? A.—Yes, frequently.

Q.—Did you see what book it was? A.—I did not.

Q.—Did he appear to be studying there? A.—No.

Q.—Did you ever go up and look at the book he was reading? A.—I did not.

Q.—You don't know the contents? A.—I do not.

Q.—Did you ever hear him make any remarks that would lead you to understand what these contents were? A.—Not during the examination.

Q.—Have you any wish to repeat what Mr. McArdle said at any other time on that subject? A.—I do not know anything particular—nothing vitally affecting this inquiry.

Q.—When you gave this opinion to Miss Eliza Living, were you aware that she had written on that very examination for the second-class certificate? A.—I have given it upon oath that I have no recollection of it.

Q.—Do you know that she actually had? A.—I do not.

By Mr. Le Sueur, Commissioner:

Q.—You said you had no positive knowledge that the candidates had these papers five or ten minutes beforehand. You emphasize the word "positive." Do you know that they did have them? A.—I heard some of the candidates say that they had papers opened a few minutes before the time. I think the knowledge came from Mr. Martin.

Q.—Did he see it? A.—I do not think he saw it. I think he went in and saw candidates writing before the hour.

A. SMIRLE.

Signed in presence of

J. GEORGE HODGINS,

Commissioner.

Mr. David McArdle, sworn and examined by Mr. McDowall, Complainant:

Q.—When did you write in this city as a candidate for a first-class certificate? A.—In July last.

Q.—Have you any knowledge of anything of the kind referred to in the first charge taking place during that examination? A.—I can tell you in a few minutes what I know about the matter. On the morning of the examination in Grammar, I was reading a little work on Milton's "Paradise Lost," in the hall, when I came across a piece which I thought would be nice for analysis; and I made a remark to that effect to Mr. Martin, Mr. W. A. Duncan, his brother, and Mr. Lee, saying I would bet it would be chosen for that purpose. Mr. Borthwick, I believe, inquired what I did say, and some of them told him. He said I was mistaken. As a matter of fact, the piece selected was from Shakespeare. With reference to the time, I cannot remember, but I know we then got our papers in the hall, and we went in immediately and started to work.

By Dr. Hodgins, Chairman:

Q.—When did you get your papers? A.—Two papers were distributed in the hall before we went into the room.

By Mr. Gibb (Counsel for Mr. Borthwick):

Q.—How many candidates were there? A.—The two Duncans, Mr. Lee and myself. Mr. Martin was there, but he wrote upstairs.

Q.—Were these all the candidates in the room? A.—There was another gentleman, but he was not present then.

Q.—Do you know whether he was not in the room before you went in? A.—I do not.

Q.—Did you see the seals of your paper broken? A.—I did not. The fact is, I did not take any notice. I commenced writing as soon as I got them. I suppose it was my own fault if I did not see them broken.

By Dr. Hodgins, Chairman:

Q.—How long before you commenced writing did you get these papers? A.—Just before we went in. I could not say exactly the time.

By Mr. McDowall, Complainant:

Q.—Did you see the seals broken? A.—I did not.

By Mr. Gibb (Counsel for Mr. Borthwick):

Q.—Were the examiners in the room before you went in? A.—I do not know. I have no recollection of seeing them.

Q.—You or any other was not placed at a disadvantage? Was any preference shown? A.—None. I suppose the time was up, and we commenced writing immediately.

Q.—The piece you offered to bet would be in was not in? A.—It was not.

By Mr. McDowall, Complainant:

Q.—Had you any conversation with Mr. Smirle with regard to the papers being passed out? A.—I have conversed with Mr. Smirle on the subject, and told him what I have stated here.

Q.—You did not speak to him about it at the time? A.—I do not remember. I may have done so.

By Mr. Le Sueur, Commissioner:

Q.—You have been employed elsewhere than in Ottawa? A.—

Yes.

Q.—You have been present at other examinations? A.—I was at two.

Q.—In different counties? A.—Yes, in Prince Edward and Perth.

Q.—What did you observe to be the practice, and was it rigidly observed, with regard to breaking the seals in the presence of candidates? A.—In Prince Edward County, I did observe that such was the practice. In the County of Perth I do not remember what was

the custom, but I believe it was so while I was there. I wrote at Toronto a year ago last July—that is, the County of York. There, also, my recollection is that all the papers were opened in the presence of candidates.

Q.—In the presence of the examiners and candidates in every case? A.—I would not say upon oath that every examiner was present, but my recollection is that in all cases this was the practice.

DAVID MCARDLE.

Signed in presence of

J. GEORGE HODGINS,

P. LE SUEUR,

Commissioners.

Miss Anna Maria Living recalled, and examined by Mr. McDowall, Complainant:

Q.—In the December examination of 1872, you were the only first-class candidate? A.—Yes.

Q.—Have you any recollection of Mr. Borthwick leaving you alone any day? A.—I have.

Q.—What paper were you engaged on? A.—I do not remember what I was doing, but I remember it was the morning after I commenced work.

Q.—Mr. Borthwick gave you out one paper? A.—Just one.

Q.—Did he go out in company with any one, or do you remember any one calling upon him? A.—I do not remember.

Q.—Do you remember Mr. Lee going out? A.—I do not remember his going out, but I remember that he was in twice.

Q.—How long did Mr. Borthwick remain out? A.—I do not remember.

Q.—Would you have had time to answer to three or four questions? A.—I do not know; he was not very long.

By Dr. Hodgins, Chairman:

Q.—You were alone in the room? A.—Yes.

Q.—Absolutely alone? A.—Yes.

Q.—For how long? A.—I cannot say.

Q.—Five minutes? A.—More than five minutes.

Q.—Did you say he went out of the building? A.—I did not see him go out, but I remember his coming in.

ANNA M. LIVING.

Signed in presence of

P. LE SUEUR,

Commissioner.

Mr. Archibald Lee sworn, and examined by Mr. McDowall, Complainant:

Q.—During the December examination, 1872, of first-class candidates, did you enter a room in which the candidate was being examined? A.—I did enter the room.

Q.—How many candidates did you see writing? A.—One.

By Dr. Hodgins, Chairman:

Q.—Could you enter the building without seeing her? A.—I could not. I entered before the examination was commenced. I wanted to obtain a copy of the first-class paper, which I believe I did. Mr. Borthwick gave Miss Living one, and he gave me one also. I got the paper, put it in my pocket, and I think went away.

Q.—What paper did he give you? A.—I do not remember.

Q.—Did you look at it afterwards? A.—I did. I think it was a paper in Euclid. I had another paper in my pocket, and I mixed them up.

Q.—Could you tell what both papers were? A.—I could not.

Q.—But one was in Euclid? A.—I am aware just of that.

By Mr. McDowall, Complainant:

Q.—You went down town? A.—Yes.

Q.—Who accompanied you? A.—I cannot swear. I think Mr. Borthwick went. I think he said to Miss Living that he had to leave the building for a short time, but I cannot swear that he left the building with me. If he was with me, he would not have been more than ten minutes. I think he went to the Post Office.

ARCHIBALD LEE.

Signed in presence of

J. GEO. HODGINS,

P. LE SUEUR,

Commissioners.

The Commission resumed the investigation at 8.30 p.m., when Rev. Mr. Borthwick was asked if he had any statement to make.

Mr. Borthwick said—In the first place, I would hand you the books belonging to the Examining Board. I noticed that you had the reports here, and in conjunction with Mr. McMillan, the only other examiner I have been able to see since, we decided that the records of our Board, from the commencement, should be handed in. Mr. McMillan has been our official secretary ever since the

commencement, and they are all in his handwriting. [Here Mr. Borthwick handed in the books.] With regard to the charges concerning which I have made no statement as yet, I would say that in going to my room after recess, this afternoon, I found that I had not a copy of the evidence with me, and no very good way of remembering what had been said by the different parties. If I had had the evidence with me, I could have written a statement. I am willing to make an oral statement, as in the first case. I will commence with what my accuser calls "B" of the second lot:—"That in the December examination of 1872 he left the first-class candidate, who was being examined in the room, alone for an extended time, writing answers to questions on one of the examination papers, no other examiner being left in charge." Now, with regard to this charge, I may say that there was only one candidate being examined on that occasion, who was present to-day as one of the witnesses; that the other members of the Board were Mr. McMillan, I think, and Mr. Rathwell; and it was the custom in those days that the Board in general should take charge of the second and third classes. It was supposed to be the exclusive province of the Inspector to look after the first class, and that is the reason, I suppose, there was no other examiner present at the time. Now, there is no doubt that this, in one sense, is substantially correct, that I left her alone.

Dr. Hodgins—I would just ask you was it at all practicable for you to have one of your co-examiners present?

Mr. Borthwick—No; because they were not there. As stated to-day, she had to sit in the hall, where we had a stove. Our heating apparatus was very poor at the time, and the large room, I remember quite well, was very cold. I provided her with a table in the hall, and put that table and a chair near the stove. The door would be open into the large room, where I sat and wrote a great deal. I remember I wrote many private documents of my own, and in that sense I may have been said to have left her alone. I have no doubt also, that, during the whole week she was there, I might have gone to the door for a few minutes. On this particular occasion referred to by Mr. Lee, I remember distinctly of his coming there, but I am positive I did not go down town with him. I may have gone to the door with him, and stood there and talked to him. I don't remember what he came to me about; I think it was either going to Toronto, or about some certificate or other, or something of that kind.

Dr. Hodgins—Did it occur to you then that it was possible for a third party to come in and furnish information regarding the questions?

Mr. Borthwick—It was impossible. No one could have entered, because I was in the hall, except during the two or three minutes I may have gone to the back-door in case of necessity. No man could have sat there for a week without doing so.

Dr. Hodgins—Quite likely; but the Regulations provide that somebody should be there. Did it not occur to you that some party might come in and furnish information while you were not in the hall?

Mr. Borthwick—It did not occur to me that such a thing could be done.

Dr. Hodgins—You see it would be practicable?

Mr. Borthwick—I had no idea it would be done; none whatever.

Mr. McDowall—These examiners were not there. State why they were not.

Mr. Borthwick—The examiners besides myself were Messrs. May, Kennedy, and McMillan. This was the first Board appointed under the new regulations.

Dr. Hodgins—Have you any minute to show who were present during the examination under consideration?

Mr. Borthwick (on referring to the record)—No.

Dr. Hodgins—As a matter of convenience, you divided the work among yourselves, you reserving the duty of examining first-class certificates?

Mr. Borthwick—No; I don't think there was any special arrangement. It was an understood thing.

Mr. Le Sueur—How many examinations were going on that day?

Mr. Borthwick—That one alone. You know this was the first class. The second and third classes were held one week, the first class another week.

Mr. Le Sueur—Then the other examiners did not attend?

Mr. Borthwick—They might have been in and out.

Dr. Hodgins—But they were not on duty?

Mr. Borthwick—I think not.

Mr. Le Sueur—You undertook the whole duty yourself?

Mr. Borthwick—Yes.

Dr. Hodgins—Was there no record of how the examination was conducted?

Mr. Borthwick (referring to the book)—No reference whatever to the first-class candidate, except that she applied for permission to write.

Dr. Hodgins—And you are certain you did not leave the building during the whole time of the examination?

Mr. Borthwick—No, I am not certain. I must have left the main building to have gone to the rear, to the other buildings, but I am perfectly certain I did not leave the building and walk down town with Mr. Lee.

Mr. McDowall—At the time referred to of leaving the school, did you not go down to the post office and back—not, perhaps, with Lee, but didn't you go?

Mr. Borthwick—Most decidedly not.

Mr. Le Sueur—You remember Miss Living said you went out at the front door?

Mr. Borthwick—I went to the front door to speak to Lee. I remember that distinctly, but it was only a few minutes.

Dr. Hodgins—I suppose you thought, there being only one candidate, the advantage your absence might give her would not be so great as if there had been two?

Mr. Borthwick—Of course if there had been two there might have been some advantage.

Dr. Hodgins—You did not go further than the door?

Mr. Borthwick—I know I was not far away, and she could not have left her place at any time I was absent. The desk was a common school desk with two lids, and I know it was empty when she was put there.

Dr. Hodgins—You are certain of that?

Mr. Borthwick—Perfectly certain.

Dr. Hodgins—That is all with regard to that question.

Mr. Borthwick—The second charge of the first series is that some examination papers were given to the teachers. I have nothing to say to that except that I most emphatically deny it. I have no knowledge whatever of it.

Dr. Hodgins—There were no examination papers given by you to any of these candidates, and they did not leave your custody so that they could have got into the hands of other parties?

Mr. Borthwick—No.

Dr. Hodgins—Were the contents given by you to any person?

Mr. Borthwick—No.

Dr. Hodgins—How did it get into Mr. Smirle's hands?

Mr. Borthwick—I don't know. He spoke of it to me this afternoon. I think it was when I mentioned it to him when he went down stairs, and I have no recollection whatever of that circumstance. I have no doubt that he came into the room. I am perfectly sure he would not state anything untrue. He may have come into the room, and that paper must have been there, but how I cannot tell. I know for certain that I did not take it from the envelope before the proper time.

Mr. Le Sueur—That paper must have been taken out of the envelope before the proper time.

Mr. Borthwick—I don't know about that.

Mr. Le Sueur—The contents were communicated to the young lady before the proper time, and she made use of the information she received, and got it second-hand from her sister.

Mr. Borthwick—It is the first I heard of it.

Dr. Hodgins—Mr. Smirle says you showed it to him.

Mr. Borthwick—I have no recollection of it, and I stated so to him to-night.

Dr. Hodgins—It seems extraordinary, when he can remember it so clearly.

Mr. Borthwick—You must remember it has been talked of by them over and over again, while this is the first I have heard of it, and, besides, it happened some years ago.

Dr. Hodgins—There is no doubt the contents were communicated.

Mr. Borthwick—I admit that, but I have no recollection of it, and I was perfectly astonished when it was referred to by Mr. Smirle.

Mr. Le Sueur—Mr. Parlow says he saw it for a moment.

Mr. Borthwick—Yes, but this charge implies that I did so to various teachers to enable them to prepare answers to questions. That could not be done in the case of Mr. Smirle and Mr. Parlow, because they were not candidates.

Dr. Hodgins—But you see, although you did not directly communicate them, these gentlemen were in a position to do so, and in the case of Smirle he did communicate them, not directly, but through a third party.

Mr. Borthwick—Very true.

Dr. Hodgins—It seems singular that the highest class papers should have been so entirely out of your own control.

Mr. Borthwick—They were not out of my control.

Dr. Hodgins—Mr. Smirle said distinctly that you showed him the paper. It did not come up for examination until the next day, quite time enough for him to communicate it to this young lady, and she to her sister, and enable her to prepare her answers from the information she received. And you cannot recollect anything at all of the circumstances?

Mr. Borthwick—I cannot, since these charges have been put in my hands, recollect this circumstance.

Mr. McDowall—I would call your attention to the fact that was brought out by one of the witnesses, that two papers were given out at one time to Mr. Parlow, which proves the case.

Dr. Hodgins—It proves the seals were broken. I would not class that with Mr. Smirle's case. (To Mr. Borthwick.) Could you explain the fact that these two papers were given at the same time to the candidate?

Mr. Borthwick—I can not. It may have been done.

Dr. Hodgins—I fancy you must have done so from the fact that the candidate did not leave the room until the papers were answered; but the fact was alleged, and it shows that the seals of the second paper were broken.

Mr. Borthwick—Yes, I was going to admit that the seals were broken, but I most emphatically deny that they were given to the candidates to enable them to prepare their papers.

Dr. Hodgins—But the information was given indirectly, and you can see yourself that a man might have two papers put before him and have an advantage. Suppose it was one of those essential papers, one that it were necessary to get fifty per cent., he might have taken that and made the most of his time on it. You did not insist upon him doing the one first upon the programme?

Mr. Borthwick—I suppose not.

Mr. McDowall—I would call your attention to Mr. McArdle's evidence establishing the fact that papers were given to him before he went into the room.

Mr. Borthwick—The whole of the candidates were there. They must have been either in the room or in the hall coming in. After Mr. McArdle's evidence to-day, I remember his speaking to me about Milton. These papers must have been opened in the presence of the examiners when the candidates were coming in. Just at the time of opening them I called them to come in. I cannot see any collusion.

Dr. Hodgins—No collusion and no harm done, but it was contrary to the Regulations.

Mr. Borthwick—No; they were opened in the presence of the candidates and examiners.

Dr. Hodgins—You can see yourself even that trifling irregularity can be raised as an objection to the examination.

Mr. Borthwick—But the candidates could have had no advantage.

Dr. Hodgins—But it might be fatal to one entitled to the highest prize. That examination might have been protested against. It is absolutely necessary to follow the strict letter of the regulations. You can see the objection.

Mr. Borthwick—An objection could not have been raised that any advantage was got from it.

Dr. Hodgins—That is true. I don't see how it could be proved, but if it could be proved that the papers were opened before the right time—

Mr. Borthwick—That I deny, except in the case where the two papers were given at one time instead of two separate times. The seal of the envelope containing the second paper must have been broken before the time.

Mr. Le Sueur—Can you account for the fact stated by Mr. Pratt, that on two occasions at least the seals were broken in advance?

Mr. Borthwick—I have no hesitation in mentioning that in the cupboard to which Mr. Pratt and Mr. Rathwell refer, I kept papers. The unopened envelopes and opened envelopes were, among others, in them. I put them in there, and I can only account for it in this way, that I may have taken out one of those opened papers, and Mr. Pratt may have thought it was an examination paper, but I cannot account for the fact as he states it. I have no recollection whatever of having opened papers there or keeping opened papers in there. I would have no object in view in doing it.

Mr. Le Sueur—I don't say you had, but it is very easy to imagine an object.

Dr. Hodgins—You must have had some reason for handing round the two papers at one time. Either you did not think the regulation was important, or you may have thought your own personal custody was sufficient. Did you at all discuss in your own mind such questions?

Mr. Borthwick—I don't think I did. These gentlemen never took any custody of the documents. I think I did on one occasion give Mr. Rathwell the key when I was obliged to be absent. The time the two papers were alleged to have been put out, I could have had no object in it.

Dr. Hodgins—No; in showing the paper to Mr. Smirle there might have been an object.

Mr. Borthwick—But I have no recollection of having shown him a paper. With regard to our enforcing the Regulations, I am certain my colleagues and myself have to a large extent followed out the Regulations. We have never wilfully or knowingly done anything which would cause disadvantage to any one.

Dr. Hodgins—How could you be officially in possession of information that certain candidates had passed?

Mr. Borthwick—From the documents in the hands of the other examiners.

Dr. Hodgins—Yes; but that information was informal. As Inspector you were in possession of information which was not confirmed by the Board.

Mr. Borthwick—The examiners had determined the fact. They had finished their work as far as that was concerned.

Dr. Hodgins—Do you think there was no impropriety in conveying information of that kind?

Mr. Borthwick—Most decidedly not. I had intended to call all the members of the Board of Examiners that ever sat with me, and all the teachers that had ever been before the Board, to state their idea of the manner in which things had been conducted, but I do not see any necessity for it. I am quite willing to rest my case on the evidence.

H. G. BORTHWICK, I. P. S.

Signed in presence of

J. G. HODGINS,

P. LE SUEUR,

Commissioners.

December 6th, 1875.

Dr. Hodgins—I would like to say a few words in bringing the proceedings of this important investigation to a close. I should wish all parties concerned,—those in this city who are friends of Mr. Borthwick,—to understand that the Department which I have the honour to represent in this matter very reluctantly undertook a painful duty of this kind. It is, as I have already stated, the first examination or formal inquiry which we have ever instituted into the conduct of any gentleman connected with the administration of the School Law in Upper Canada, or Ontario. However, in justice to Mr. Borthwick, I do not mean to say that it is the first occasion which has arisen; but the machinery of the law did not afford us the same facilities for doing so as now. Cases have occurred in which it would have been very desirable to have inquired into the conduct of officers entrusted with the local administration of the law. This is, however, the first case which has arisen under the amended School Act of 1871, which empowers the Chief Superintendent to inquire into such cases, and to authorize payment to be made for the services of those engaged in the investigation. The Chief Superintendent thought, as so many objections had been made to the Rev. Mr. Borthwick's conduct, and strong statements had been made in regard to the integrity of the examinations in the City of Ottawa, it would be desirable, in the interests of the Public Schools and of the teachers in the Province, to appoint gentlemen who would carefully examine all the statements made and investigate the alleged facts, and report to him the evidence which they had taken under oath. The Department felt, of course, a delicacy in appointing a clergyman of another denomination to a position of this kind, or a Local Inspector. It was therefore decided to take a brother Inspector from an adjoining County, who was a layman, and another gentleman at Ottawa, who was also a layman and a Dominion official, and therefore somewhat different in his relations from an ordinary resident here; a gentleman, too, who was chairman of one of the Sub-Committees of the Board of School Trustees, whose officer Mr. Borthwick was. Having a high appreciation of the value of Mr. Le Sueur's experience as a public officer, I took the liberty of suggesting his name as a proper person to associate with Mr. Slack and myself in this matter. I had the pleasure of knowing Mr. Borthwick before, as I do nearly all of the Inspectors; and knowing the nature of their responsible duties, I could sympathize with them in the difficult and delicate position in which they were often placed at these examinations. Having a good deal to do with the details of the Department, I was anxious to familiarize myself to some extent with the actual working of the Regulations for the Examination of Teachers, and the granting of these certificates. There have been a number of appealed cases which have come up from the various County Boards, and some of them have been very difficult to decide. I had, therefore, wished in the present case to have an opportunity of inquiring into the actual working of the system of examinations, and of seeing if these Regulations unduly pressed either on the Inspector and Examiner or the candidates, and, if possible, by the experience gathered here, to suggest such a modification as would meet the reasonable wishes of all parties concerned. This commission has been appointed in the interests of the public, and the whole of the inquiries made here have been solely prompted by a desire to conserve and guard those interests. The Commissioners did not at all press any personal question with a view to giving pain to any one; and probably the gentleman who is promoting this prosecution might be disposed to think that in our desire for impartiality we were rather inclined to shield parties; at the same time, we could not agree with the gentleman

who was counsel for Mr. Borthwick, on points which he regarded as extra-judicial, and which in an ordinary Court of Law it is possible might not be pressed. I have some knowledge of the law of evidence, and I could quite sympathize with his views as a barrister; but, as I said at the outset, while we would be guided generally by the law of evidence, we had another object in view—that was, to get at the simple facts of the case in the best and most direct way, so as to lay them before the Chief Superintendent in such a manner that the parties concerned should be dealt with fairly and justly, and the public interests guarded for the future. We desired that the alleged facts should be clearly brought out, and all the events connected with the proceedings of the Board of Examiners during the last four or five years reviewed. I think it was unfortunate that this matter should have been allowed to remain over the head of the Inspector for so long. It is now four or five years since the law was passed, and the whole of the inquiry has legally extended over the period I have named, from 1871 to 1876. In the inauguration of a new system, it was probable that many of these inadvertencies or irregularities might have arisen from thoughtlessness or mistaken kindness. To bring them up years afterwards is indeed a hardship, though it might not mitigate the offence in any particular. We have endeavoured, from first to last, to conduct the investigation in the best spirit; and now that it is closed, I think the effect of it will be most beneficial and salutary throughout the country. I think that teachers will see that the Department, having put forth these Regulations founded on some experience, will insist upon their being strictly enforced in all cases in their integrity, without fear, favour or affection. The investigation will also have a good effect in showing to all parties concerned that it is better to adhere strictly and literally to the Regulations than to evade or disobey them; as the certificates obtained under the facts and circumstances brought out in this investigation are of little value, obedience to the rules was the more desirable, as in all cases of hardship represented to the Education Department, arising from the inequity of any rule, the complaint was listened to, and, if desirable, modifications made to meet particular cases of hardship. I know that the general principle of the administration in the Department has been to deal with every case on its merits, in the best and most practical spirit, and in no instance to enforce a rule rigidly and inflexibly. In each individual case the circumstances connected with it are considered, and, if it is possible, in the interests of the Public Schools, and of the profession of teaching, to relax any rule which might press unequally or unfairly on anybody. Instances might be adduced to show that the recommendations of the Inspectors have been invariably respected, and in most cases concurred in. I think my reverend friend, knowing these facts, might rather have relied more implicitly upon the Department, if he thought the rules too hard or inflexible, than to have departed from them as he has done. These Regulations, as every Inspector knows, have the force of law, and can only be set aside by competent authority. The law as it exists at present is different from what it was in regard to its administration through the County Boards and through the Inspector. Formerly the County Boards were independent bodies, and could act according to their judgment and the provisions of the statute law on the subject. The Inspectors were also to some extent independent of the Chief Superintendent. But the law has been, as experience shows, wisely altered. None of these bodies or individuals are now wholly independent. All they do must now be according to the law and the instructions received from the Chief Superintendent. In no case has the authority of the Chief Superintendent been exercised arbitrarily, and in no case is it likely it ever will be. It must occur to everybody (when they know the administration of the School Law affects about 12,000 Trustees, and very nearly 100 Inspectors) that unless there is some defined responsibility to some central authority, a great many irregularities, inconveniences and difficulties would be constantly arising, to the great detriment of the schools. I know as a matter of fact that the administration of the law has been greatly promoted and simplified, from the fact that there is now a more clearly defined central authority recognised by statute. During my connection with the Department, and especially since the new law of 1871 was passed, great care has been exercised in the reversal of a decision of any Inspector. In all cases where it has been thought advisable to differ from him, the decision of the Inspector has been, as far as possible, reversed either through or by himself. Under these circumstances we always look for an honest enforcement of the Regulations. Personally I have experienced a good deal of satisfaction in coming here and meeting all parties concerned. I think I can see some useful modifications which may be made in these Regulations, which I will suggest to the Chief Superintendent. I appeal to all parties concerned in this matter whether it would not have been better, in the interests of the School Teacher and the public, to have adhered most rigidly to the Regulations as prescribed by law; and in cases of difficulty, as

I have intimated, appeal to the highest authority, who is always willing to listen to any complaints or suggestions made? In regard to this particular case which is now closing, it may have escaped the attention of the Inspector, that in showing favour to the candidates in Ottawa—even with the kindest intentions—he was inflicting a most serious injury upon all the other candidates in every other part of the Province; and, so far at least as Ottawa was concerned, vitiating the entire examination over which he presided. It was well known that the examination for teachers' certificates are held at the same hours, on the same day, and in the same subjects, in every county and city of the Province. Regarding every city or county as a separate room in a large building in which examinations such as I have indicated are going on simultaneously, it must be patent to every one that if the examiner in one room (or county) gives information to the candidates in his room (or county), in regard to the contents of the papers of the examination, he places all the other candidates at a disadvantage as compared with the favoured ones, and, in point of fact, entirely vitiates his own examination. This is all the worse when medals are in competition, as has been the case during the present year. Although the investigation has been a most painful one, yet we, as commissioners, have sought to conduct it in as fair and equitable a manner as possible.

Mr. McDowall, the complainant, expressed himself perfectly satisfied with the manner in which he had been treated in this investigation. He also explained that he was not aware of the facts on which his charges were founded until some three or four months ago, which was his reason for not asking for an investigation sooner.

Mr. Borthwick, the defendant, thanked the Commission for the courtesy and impartiality with which he had been treated during the inquiry.

Dr. Hodgins then asked if any one present wished to address the meeting, and no one responding, he declared the investigation closed.

III. Advertisements.

COMMUNICATIONS TO THE JOURNAL.

While communications on educational subjects of general interest are invited, they must be considered as expressing the views of the writer. Political discussions are to be avoided. The essentials of each communication should be conciseness, and a subject-matter relating to school management, discipline, progress, teaching and other questions of administration.

Inspectors, Trustees and Teachers, as well as all others interested in education, are invited to avail themselves of *The Journal* for this purpose.

NORMAL, PUBLIC AND HIGH SCHOOL EXAMINATION PAPERS.

The sets of Examination Papers used in the Normal School during the 20th, 21st, 22nd, 23rd and 24th sessions can be sent free of postage on receipt of 30 cents each. Those of the 25th, 26th, 27th, 28th, 31st, 33rd, 38th, 39th, 40th, 41st, 42nd, and 44th sessions, at 40 cents each, and those of the 45th, 47th, 48th, 49th, 50th, 51st and 54th sessions, at 50 cents each.

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

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

STATUTE LABOUR BY TEACHERS.

Teachers frequently write to the Department, remonstrating against their being required to perform Statute Labour, or to pay any equivalent for it. As the obligation arises under the Assessment, and not under the School Law, the Department has no jurisdiction in the matter, and cannot therefore interfere in it.