

MINUTES
OF THE
FIFTEENTH ANNUAL CONVENTION
OF
THE ONTARIO ASSOCIATION
FOR THE
ADVANCEMENT OF EDUCATION,
HELD IN THE
THEATRE OF THE NORMAL SCHOOL BUILDINGS, TORONTO,
ON TUESDAY, AUGUST 10TH, 1875.



1879

TORONTO:
COPP, CLARK & CO., PRINTERS, COLBORNE STREET.

1875.

UNIVERSITY OF TRINITY COLLEGE.

(INCORPORATED BY ROYAL CHARTER.)

MEDICAL DEPARTMENT.

FACULTY:

- E. M. HODDER, M.D., F.R.C.S., England; F.O.S., London; Dean of the Faculty, and Consulting Surgeon Toronto General Hospital and the Burnside Lying-in-Hospital.—159 Queen Street West.
Prof. of Obstetrics, and Diseases of Women and Children.
- NORMAN BETHUNE, B.A., M.D., Edinburgh; M.R.C.S., England; F.R.C.S., Edinburgh; F.O.S., London; Physician to Toronto General Hospital, and Burnside Lying-in-Hospital.—24 Gerrard Street East.
Prof. of Surgery and Clinical Surgery.
- WALTER B. GEIKIE, M.D., F.R.C.S., Edinburgh; L.R.C.P., London; F.O.S., London; Physician Toronto General Hospital.—Corner Gould and Yonge Streets.
Prof. of Principles and Practice of Medicine.
- J. FULTON, M.D.; M.R.C.S., England; L.R.C.P., London.—334 Yonge Street, Physician to the Hospital for Incurables, and Hospital for Sick Children.
Prof. of Physiology and Sanitary Science.
- W. COVERNTON, M.D.; M.R.C.S., Eng.
Lecturer on Medical Diagnosis.
- JAMES BOVELL, M.D., L.R.C.P., London; Consulting Physician to the Toronto General Hospital, and the Burnside Lying-in-Hospital.—118 St. Patrick Street.
Prof. of General Pathology.
- J. E. KENNEDY, A.B., M.D.; F.O.S., London.
Prof. of Materia Medica and Therapeutics.
- J. ALGERNON TEMPLE, M.D.; M.R.C.S., England; F.O.S., London; Physician to Toronto General Hospital, and Attending Physician Burnside Lying-in-Hospital.—144 Bay Street.
Prof. of Medical Jurisprudence and Toxicology, and Assistant Lecturer on Obstetrics, &c.
- W. H. ELLIS, M.A., M.B.; L.R.C.P., London; Instructor in Chemistry, College of Technology.
Prof. of Chemistry, General and Practical.
- H. ROBERTSON, M.B.; M.R.C.S., England.—24 Shuter Street.
Prof. of Anatomy, Descriptive and Surgical.
- THOMAS KIRKLAND, M.A.; Lecturer on Chemistry, Botany, &c., Normal School.
Lecturer on Botany.
- J. FRASER, M.D.; L.R.C.S., Edinburgh; L.R.C.P., London.
Demonstrator of Anatomy.
- A. J. JOHNSTON, M.D.; M.R.C.S., England; F.R.M.S., London.
Microscopy.

The Session commences on the 1st of October of each year, and continues for Six Months. The Lectures are delivered in the new College building, close to the Toronto General Hospital. Full information respecting Lectures, Fees, Gold and Silver Medals, Scholarships, Certificates of Honour, Graduation, &c., given in the Annual Announcement, for which apply to

W. B. GEIKIE, Secretary.

MINUTES

OF THE

FIFTEENTH ANNUAL CONVENTION

o

THE ONTARIO ASSOCIATION

FOR THE

ADVANCEMENT OF EDUCATION,

HELD IN THE

THEATRE OF THE NORMAL SCHOOL BUILDINGS, TORONTO,

ON TUESDAY, AUGUST 10TH, 1875.



TORONTO:

COPP, CLARK & CO., PRINTERS, COLBORNE STREET.

1875.

PRINTED AT THE STEAM PRESS ESTABLISHMENT OF COFF, CLARK & CO.
COLBORNE STREET, TORONTO.

TH

HE

The
At
of the
in pra
The
Mo
The
circul
The
with
The
that
financ
Mr.
Th
Th
exam
Dick
A.
Educ

MINUTES
OF THE
FIFTEENTH ANNUAL CONVENTION
OF
THE ONTARIO ASSOCIATION
FOR THE ADVANCEMENT OF EDUCATION,

HELD IN THE THEATRE OF THE NORMAL SCHOOL BUILDINGS, ON
TUESDAY, THE 10TH AUGUST, 1875.

The President, Professor Goldwin Smith, in the Chair.

At 3 o'clock in the afternoon, the Rev. Mr. Grant, at the request of the President, read a portion of Scripture, and led the Convention in prayer.

The Roll of Officers was called by the Secretary.

Moved by Mr. W. McIntosh, seconded by A. Macallum, M.A.,

That the Minutes of the previous meeting having been printed and circulated among the members, be considered as read.

The Secretary gave information with reference to the arrangements with railway companies.

The Treasurer, Mr. S. McAllister, read his Report, which showed that the affairs of the Association are in a most satisfactory state, financially.

Mr. McMurchy moved, seconded by Mr. A. Macallum,

That the Treasurer's Report be received and adopted.

The President nominated the following Auditing Committee to examine the Treasurer's Statement:—Messrs. Hughes, Dearness and Dickenson.

A. McCallum, M.A., read an interesting Essay on Compulsory Education.

The discussion of the subject was participated in by Messrs. J. B. McGann, David Boyle, W. McIntosh, Platt, D. Johnston, J. Hughes, W. W. Tamblin, J. H. Smith, J. C. Glashan, H. J. Brownlee, and Rev. G. Grant.

It was moved by Mr. John R. Miller, seconded by Mr. D. Johnston,

That the thanks of the Association be tendered to Mr. Macallum for his able Essay.

Mr. Miller moved, seconded by Mr. Hughes, that the Association adjourn until 7.30 p.m.

EVENING SESSION—7.30 P. M.

The President in the Chair.

The President delivered his Annual Address, which was practical and well received.

Rev. Dr. Ryerson was present, and, by invitation, addressed the Association.

The discussion on Mr. Macallum's paper on Compulsory Education was resumed, in which the following members took part:— Messrs. D. Johnston, E. Scarlett, J. Irwin, A. McQueen, A. McMurchy, and W. McIntosh.

After considerable discussion on this subject, the Association came to the following resolution:

Moved by Mr. W. McIntosh, seconded by Mr. D. H. Smith,

That as enough time has not yet elapsed for testing with any degree of thoroughness the practical value of the compulsory clauses of the School Law, this Association deems it unwise to ask for any change in the law, but would press upon all parties concerned the prime importance of enforcing the law as at present existing.

Mr. Hughes gives notice that he will on to-morrow move,

That Clause No. 8 of the Constitution (relating to the election of officers) be amended by inserting the words "by ballot" after the words "elected annually."

The Chairman announced that the different Sections were to meet at 9 o'clock in the morning on the following day, after which the Convention adjourned.

WEDNESDAY, August 11th, 1875.

The President, Professor Goldwin Smith, in the Chair.

Rev. Mr. Grant opened the Convention by reading a portion of Scripture and engaging in prayer.

The Minutes of the previous meeting were read and confirmed.

The President made some remarks in reference to his Annual Address, and on the expression of feeling it elicited from the Rev. Dr. Ryerson, especially on matters connected with the actions of the Council of Public Instruction.

Professor Wilson was requested to address the Association, but declined to take up the time without previous preparation. The Professor acted as Chairman for a short time, while it was

Moved by A. McMurchy, seconded by Mr. J. Hughes,

That the most cordial thanks of the Association be and are hereby tendered to Professor Goldwin Smith for his timely and practical Address.—Carried.

Mr. James Hughes moved, seconded by E. Scarlett,

That Clause No. 8 of the Constitution (relating to the election of officers) be amended by inserting the words "by ballot" after the words "elected annually."—Carried unanimously.

A. McMurchy gave notice of amendment to Constitution.

J. Thorburn, M.A., read an Essay on certificates to Public School Teachers, "How and by whom Granted."

A spirited discussion ensued, in which the following members took part, viz., Messrs. A. Macallum, W. A. Douglas, J. L. Deacon, John Miller, E. Scarlett, G. D. Platt, D. Johnston, and S. McAllister.

E. T. Crowle, M.A., moved, seconded by Thos. Kirkland, M.A.,

That this Convention deems it desirable that in order to secure a third class certificate a candidate should obtain 80 per cent. of the marks for each paper, and 50 per cent. of the aggregate number.—Lost.

Moved as an amendment by Mr. W. McIntosh, seconded by Mr. E. Scarlett,

That in the opinion of this Association the Council of Public Instruction should issue a regulation definitely giving Local Boards of Examiners the power to exact a minimum of not higher than 50 per cent. of the aggregate number of marks in each of the subjects of Arithmetic and Grammar.—Carried.

Moved by Dr. Kelly, seconded by Mr. A. Macallum,

That a hearty vote of thanks be given to J. Thorburn, M.A., for his admirable paper on certificates to Public School Teachers.

The subject of School Taxation was introduced by Mr. D. J. McKinnon, Inspector of Public Schools (Peel).

The following members took part in the discussion, viz., Messrs. H. J. Strang, W. W. Tamblin, R. McQueen, J. W. Connor, W. B. Harvey, A. Miller, and D. Boyle.

Moved by Mr. W. McIntosh, seconded by Mr. W. B. Harvey,

That a hearty vote of thanks be tendered to Mr. McKinnon for his valuable remarks and suggestions on School Taxation.—Carried.

Moved by Mr. D. J. McKinnon, seconded by Mr. W. B. Harvey,

That the municipal council of each township should be required to levy upon all the ratable property of the municipality an equal rate, from which to pay to the local trustees of each school section a sum equal to two-thirds of the average salary of teachers in such municipality during the year then last past.—Carried.

Messrs. Little, McIntosh, Rose, Boyle and John Miller took part in the discussion.

Moved by W. McIntosh, seconded by W. Johnston,

That in the opinion of this Association, the Public School Fund, Legislative and Municipal, should be distributed among school sections as follows: One-half in proportion to the rates of school taxation in the various sections, and one-half according to average attendance.

Moved in amendment by Mr. R. Little, seconded by Mr. J. R. Miller,

That the Legislature and Municipal Grants be apportioned on the per centage of the average attendance compared with the number of enrolled pupils.—The motion was carried.

EVENING SESSION.

The President in the Chair.

Professor Caven delivered an admirable lecture on "The Teacher's Love for his Profession."

Moved by J. Thorburn, M.A., seconded by the Rev. Mr. Grant,

That a cordial vote of thanks be given to the Rev. Principal Caven for his able address to this Association.—Carried.

The President invited the Rev. Archbishop Lynch to address the meeting. His Grace kindly complied and made a few appropriate remarks, bearing principally on the teacher's influence, position and responsibility, which were well received.

The following delegates reported on behalf their Associations:

Rev. Mr. Grant, Norfolk.

Mr. W. McIntosh, North Hastings.

" J. W. Connor, } Waterloo.

" Brownlee, }

" David Boyle, Wellington.

" Wm. Williams, } Georgian Bay.

" W. B. Harvey, }

- Mr. John Miller, Elgin.
 " J. J. Tilley, Durham.
 " D. Fotheringham, North York.
 " J. Irwin, South Hastings.
 " J. Campbell, Toronto.
 " H. Dickenson, Brant.
 " J. H. Smith, Wentworth.
 " E. Scarlett, Northumberland.
 " S. Deacon, Oxford.
 " J. R. Miller, Huron.
 " G. D. Platt, Prince Edward.
 " Mc. Dearness, East Middlesex.
 " Monroe, Ottawa.

Mr. J. Thorburn gives notice that he will on to-morrow move,
 - That this Association hold its meetings next year in the City of
 Ottawa.

Moved by A. McMurchy, seconded by Mr. D. Johnston,

That the Board of Directors be constituted as follows: A President, three Vice-Presidents, a Recording Secretary, a Corresponding Secretary, a Treasurer, and the three Standing Committees of the three Sections of the Association. The Vice-Presidents shall be the Chairman of each of the Standing Committees in the order following: Public School Masters, Inspectors of Public Schools, and High School Masters, and changing each year in the same order.

The Association adjourned.

THURSDAY, *August 12th*, 1875.

The President in the Chair.

Dr. Crowle opened the meeting by reading a portion of Scripture and prayer.

Minutes read and confirmed.

Report of Committee appointed to take into consideration the advisability of changing the time of the annual meeting of this Association:

Your Committee beg leave to report that the time of the annual meeting of this Association be not changed.

All of which is respectfully submitted.

—Carried.

ROBERT ALEXANDER,

Convener.

Mr. J. Thorburn moved, seconded by Mr. Platt,

That this Association hold its meetings next year in the City of
 Ottawa.

On a division of the members the motion was lost.

Report of the Nominating Committee:

The Nominating Committee beg leave to recommend that the following gentlemen be the officers for the ensuing year:—

President—Rev. Principal Caven.

Recording Secretary—Archibald McMurchy, Esq., M.A.

Corresponding Secretary—Thomas Kirkland, Esq., M.A.

Treasurer—Samuel McAllister, Esq.

E. T. CROWLE,

Chairman.

Mr. Kirkland moved, seconded by Mr. Dawson,

That Dr. Ryerson be appointed President of the Association for the coming year.

Mr. Kirkland and the Secretary having been appointed Scrutineers, a ballot was taken with the following result:—Rev. Dr. Ryerson, 36; Principal Caven, 26.

Mr. Kirkland suggested that the vote be made an unanimous one in favour of Dr. Ryerson.

Several delegates opposed this, and the vote was allowed to stand as taken.

The following officers were elected by an unanimous vote:

Recording Secretary—Archibald McMurchy, Esq., M.A.

Corresponding Secretary—Thomas Kirkland, Esq., M.A.

Treasurer—Samuel McAllister, Esq.

The following are the Vice-Presidents, who hold their office by virtue of their Chairmanship of the Public School Teachers' Section, the Inspectors' Section, and the High School Teachers' Section of the Association:—

First Vice-President—Mr. Robert McQueen.

Second Vice-President—Mr. James Hughes.

Third Vice-President—John Seath, M.A.

The President called on Mr. H. Dickenson to read his paper "On the Relation between High and Public Schools."

The reading of the paper was attentively listened to throughout, and was loudly applauded.

The following members took part in the discussion of the subject of Mr. Dickenson's paper, viz., Messrs. J. H. Knight, James Hughes, J. B. Bradley, J. W. Tamblin, W. Johnston, and A. MacMurchy.

Moved by Mr. W. Johnston, seconded by Mr. J. B. Harvey,
That the Preparatory classes in High Schools be abolished.

Rev. George Grant, Dr. Kelly, Mr. Hodgson and the Secretary,
opposed the motion.

The President and Mr. Buchan (High School Inspector) having
been called upon, made some very practical remarks bearing on the
subject of the Essay and last resolution.

Moved by Dr. Kelly, seconded by Mr. Hughes,

That a vote of thanks be given to Mr. Dickenson for his Address,
which was carried unanimously.

The Reports of the various Sections of the Association were pre-
sented :

Public School Section, by Mr. H. Dickenson.

High School Section, by the Secretary.

Public School Inspectors, by Mr. Hughes, who also gave a short
report on behalf of the "Industrial School Committee." Reported
progress, and obtained permission to sit again, Mr. Hodgson's
name being substituted for Mr. Grote's, who has retired from the
profession.

Mr. Houghton moved, seconded by Mr. McMurchy,

That a vote of thanks be tendered to the various railway com-
panies which had granted favourable terms to the delegates attending
the Convention; to the Chief Superintendent of Education for the
use of the building; and to the reporters of the Press for their fair
and accurate reports of the proceedings.

Mr. Buchan moved, seconded by Mr. Houghton,

That the hearty thanks of the Association be tendered to the
retiring President for the able manner in which he had performed
his duties.—Carried.

The Convention then closed by singing the National Anthem.

ARCHIBALD MACMURCHY,

Secretary.

PROCEEDINGS OF THE PUBLIC SCHOOL SECTION.

August 11th, 1875.

First Session was held this morning at 9 o'clock. In the absence of the Chairman, Mr. R. McQueen, of Beverley, on motion, was requested to fill the position, and Mr. Dickenson as Secretary.

The meeting was opened in the usual form by the Chairman.

Minutes read and approved.

The first question for discussion was "The present programme of Studies for Public Schools," introduced by Mr. J. Campbell.

The discussion was participated in by Messrs. Irwin, Dickenson, Beattie, Johnson, Boyle, Moran, Rennie, Coates and McLean.

Moved by Mr. John Campbell, seconded by Mr. Robert Coates,

That in the opinion of this Section of the Association, the Council of Public Instruction would act in the interest of education in this Province by curtailing the subjects taught in the Public Schools, and also improving and modifying the Limit Table, so as to become practical in all classes or grades of schools in cities, towns, and rural districts.

Moved in amendment by H. Dickenson, seconded by Mr. Boyle,

That we think the Council of Public Instruction should prescribe the subject of study and the amount of work to be done in each, but that a little discretion be allowed teachers, especially of rural schools, as regards the subjects to be taken up, also in the amount of time to be devoted to each subject in each session, according to the varying circumstances of the schools.

Moved by Mr. McAllister, seconded by Mr. Moran,

That the subjects of Chemistry and Christian Morals be left out of the Fourth Class Programme, and the time be given to Book-keeping, Grammar and Spelling. That the subjects of Civil Government and Agriculture be left out of the Fifth Class Programme, and the time be given to Spelling, Composition and Grammar.

The discussion on the above resolutions lasted two and a half hours, and culminated in the appointment of Messrs. McAllister, Dickenson, Campbell, Johnston, Moran, Boyle and Irwin as a Committee to consider the programme, and report needed changes at to-morrow's session.

THURSDAY, August 12th, 1875.

The Second Session of the Public School Section was held this morning. Mr. McQueen in the chair.

The Secretary, Mr. Dickenson, opened the meeting by reading a portion of Scripture and prayer.

The Report of the Committee on the Public School Programme was handed in by Mr. McAllister.

The Report reads as follows:

That in the opinion of this Association it is desirable (1) that separate Limit Tables, as regards the division of time amongst the different subjects be prepared for graded and ungraded schools. (2.) That the subjects of Agricultural Chemistry and Christian Morals be removed from the Limit Table, and that the time there given be allotted to Spelling, Grammar, Book-keeping and Reading, and (3) that uniform Limit Table be issued for the use of Inspectors, Teachers, and all School Officials.

On motion the Report of the Committee was unanimously carried.

Moved by Mr. Moran, seconded by Mr. McLean,

That in the opinion of this Association the time has arrived at which the judicial diminution of third class certificates should be commenced, and that therefore it is desirable that no third class certificates should be renewed, and no monitors' certificates granted unless a Board of Trustees is desirous of employing the services of the candidate for such certificate, and not then unless the Inspector of Public Schools recommend such candidate, stating in writing to the Board of Examiners his reasons.—Carried.

Moved by Mr. W. B. Harvey, seconded by Mr. D. Johnson,

That this Section desire to re-affirm the principles laid down last year, viz., that all Provincial certificates be issued only by a Provincial Board of Examiners.—Carried.

The election of officers was proceeded with, and the result was as follows:

Mr. McQueen, Chairman.

" H. Dickenson, of Newmarket, Secretary.

<i>Executive Committee</i>	}	Mr. Moran, of Stratford.
		" McDonald, of Toronto.
		" Dearness, of London.

Moved by Mr. H. Dickenson, seconded by Mr. D. Johnson, and

Resolved, that in the opinion of this Section, the Council of Public Instruction be requested to take such steps and to secure the appointment of first class teachers who are or have been engaged in teaching within five years to fill the vacancies occurring on the County Boards of Examiners.—Carried.

Moved by Mr. S. McAllister, seconded by Mr. Harvey,

That in the interest of Public School education in this Province, and in justice to intending candidates for examination as teachers, it is highly desirable that the subjects of examination for each ensuing year, together with the names of the books to be used in their preparation, and any other necessary or useful information, should be published in the *Journal of Education* as soon after the Annual Examination as possible.—Carried.

Moved by Mr. Dickenson, seconded by Mr. R. Alexander,

That in our opinion, in order to diminish the number of third class teachers throughout the Province, it is desirable that the Government grant the sum of — dollars to Boards of Trustees engaging second class and first class certificates.

As the time for adjournment had come, this motion was withdrawn.

H. DICKENSON,
Secretary.

INSPECTORS' MEETING ROOM,
Educational Department,
11th August, 1875.

A. McCallum, A.M., in the chair, G. D. Platt, Secretary *pro tem.*

A conversation ensued on the cancelling of Second Class Certificates granted by the old County Boards.

Mr. Glashan was invited to introduce the subject of a suitable candidate to represent the Inspectors in the Council of Public Instruction, in the place of Mr. Wood, resigned.

Moved by J. R. Miller, seconded by Dr. Kelly,

That David Mills, Esq., M.P., be requested to act as the Inspectors' Representative in the Council of Public Instruction for the next two years.—Carried unanimously.

Moved by J. R. Miller, seconded by J. J. Tilley,

That the thanks of the Inspectors be tendered to the Hon. S. C. Wood, for the able manner in which he has represented us in the Council of Public Instruction during the past year.—Carried.

Moved by W. Mackintosh, seconded by E. Scarlett, that in the opinion of this Section, the Annual Examination for Teachers' Certificates should be commenced on or about the first of July, and that for this reason, among others, the Public Schools should close on the 30th June.—Carried.

Moved by Mr. Hughes, seconded by W. Mackintosh,

That in the opinion of the Inspectors' Section, it would be more satisfactory to the country to have six weeks' vacation at Midsummer, and to do away with the Easter vacation altogether, and also the week at present allowed after New Year's Day.—Carried.

Moved by J. R. Miller, seconded by J. J. Tilley,

That the resolution of last year, respecting the standard to be adopted in pass work in Arithmetic and Grammar be re-affirmed, and that in addition thereto, the standard required in Spelling be the same as the other subjects named, the marking to be in accordance with suggestions from the Central Board at last examination.—Lost.

Moved by James Hughes, seconded by W. Mackintosh,

That in the opinion of this Section, the Council of Public Instruction should pass a Regulation giving Local Boards the power to exact as high as fifty per cent of the number of marks in each of the subjects of Arithmetic and Grammar in examination for Third Class Certificates.—Carried.

Moved by Mr. McKinnon, seconded by Mr. Johnston,

That Messrs. Dearness, Platt, and Mackintosh, be a Committee to draw up a resolution regarding Honor Third Class Certificates, and report to-morrow.—Carried.

Moved by Mr. McKinnon, seconded by Mr. Platt,

That in order to be eligible for examination, the Candidate, whether male or female, should be at least eighteen years of age.—Carried.

Moved by Mr. Macintosh, seconded by Mr. Scarlett,

That a Committee, consisting of Messrs. Scarlett, Tilley, Hughes, Miller, and the mover, be appointed to consider the question of providing training for Third Class Teachers, and report to-morrow.—Carried.

Moved by Mr. Scarlett, and seconded by Mr. Hughes,

That in the opinion of this Section, the Inspector should have the power to exclude Third Class Teachers from any school in which the scholars are advanced beyond the programme for Third Class Certificates.—Carried.

Moved by Mr. Dearness, seconded by Mr. Platt,

That a Committee be appointed, consisting of Messrs. Miller, Macallum, Hughes, Smith, and the mover and seconder, to make recommendations regarding School Registers.—Carried.

The Section adjourned to 9 a.m. Thursday.

THURSDAY, 9 a.m.

On motion, the Committee appointed to consider the propriety of instituting Honor Third Class Certificates was discharged.

Moved by J. Dearness, seconded by G. D. Platt,

That there be two grades of Third Class Certificates, known as A and B. That in addition to the subjects at present required, there be added Algebra (to end of Simple Equations), Mensuration (elementary), Euclid, Book I. That Grade B be given on 50 per cent. of the present subjects, and Grade A 50 per cent. of total marks, and also of each of the test subjects.—Lost.

Mr. Miller reported progress on the part of the Committee on School Registers, and asked leave to sit again; also that Mr. Little's name be added to the Committee.—Granted.

Moved by Mr. Hughes, seconded by Mr. Johnston,

That in the opinion of this Section, it would be advisable to hold the Entrance Examinations for admission to High Schools on the Tuesday and Wednesday of the last week of the High School terms in June and December.—Carried.

A conversation ensued on the subject of Reports, Methods of Inspection, &c.

The following were elected officers of the Inspectors' Section for the ensuing year:—

James Hughes, Esq., *Chairman*.

G. D. Platt, B.A., *Secretary*.

Executive Committee:—Messrs. J. H. Smith, W. McIntosh, E. Scarlett, R. Alexander, and the Chairman of the Section, ex-officio.

Moved by Mr. Mackintosh, seconded by Mr. Hodgson, that in the opinion of this Section, the next meeting of the Association should be held in the City of Ottawa.—Carried.

It was moved and seconded,

That the Chairman and Secretary of the Section be appointed to furnish the Inspectors' Representative in the Council of Public Instruction, and also the Chief Superintendent of Education with copies of such proceedings of this Section as relate to school legislation.—Carried.

Meeting adjourned.

JOHN J. TILLEY,

Chairman pro tem

G. D. PLATT,

Secretary.

HIGH SCHOOL MASTERS' ROOM,
Educational Department,

August 11th, 1875.

The High School Section met this morning at 9 o'clock.

Mr. Strang, who had acted as Secretary last year, having called the meeting to order, it was

Moved by Mr. McMurchy, seconded by Mr. Anderson,

That Mr. Seath be Chairman of the Section.—Carried.

Mr. Seath having taken the Chair, it was moved and seconded,

That Mr. Strang act as Secretary of the Section.—Carried.

The question of the best time of holding the entrance examination to the High Schools was taken up.

After considerable discussion it was

Moved by Mr. McMurchy, seconded by Dr. Crowle,

That the High School Section of the Ontario Teachers' Association would respectfully urge the Council of Public Instruction to close the High Schools for the last two days of the school half year, and appoint the Entrance and Intermediate Examinations to take place on those days.—Carried unanimously.

A discussion then followed on the propriety of lowering the Entrance Examination to High Schools for boys intending to become *bona fide* classical pupils. It was finally

Moved by Mr. Strang, seconded by Mr. Connor,

That in the opinion of this Section the Entrance Examination to High Schools for boys intending to become *bona fide* classical pupils might safely and advantageously be lowered considerably.—Lost.

After some informal discussion on other matters, the Section, on motion made and seconded, adjourned to meet again in the same place on the following morning.

August 12th, 1875.

The Section met this morning at the usual time and place.

The Minutes of last meeting were read and confirmed.

Mr. Douglass brought up the question of uniformity of Entrance Examinations to the different colleges and professions, and suggested

that as the Committee appointed last year to consider the matter were not prepared to report, they should be re-appointed.

Mr. Anderson, one of the members of the Committee, reported informally that considerable progress had been made towards securing the desired end.

Mr. MacMurchy mentioned several changes which had been made in the subjects for Matriculation in Medicine owing to the attention of the Medical Council having been directed to the matter.

It was finally agreed that the Chairman should nominate a Committee, and he accordingly nominated Messrs. McMurchy and Anderson.

The Section then proceeded to discuss the system of payment by results, proposed by the High School Inspectors and approved by the Council.

Moved by Mr. Dawson, seconded by Mr. Douglass,

That, while the members of the High School Section are of the opinion that it is in the interests of education that the distribution of a portion of the Legislative Grant should be determined by the results of a personal examination of the Schools by the High School Inspectors, on the basis indicated in their report of April, 1875, to the Chief Superintendent (Section III, sub section 3), they would respectfully urge upon the Council the advisability of instructing the Inspectors to submit a copy of their Reports to each High School or Collegiate Institute Board, and to each Head Master, on the condition of the School under their charge, and on such changes as would in their opinion conduce to its improvement.—Carried.

Moved by Mr. Houghton, seconded by Dr. Crowle,

That in the opinion of this Section it is desirable that the High School Inspectors should notify Principals of High Schools or Collegiate Institutes, a week previously, of their intended visit. Carried *nem. con.*

Moved by Mr. Dawson, seconded by Rev. Mr. Grant,

That in the opinion of this Section all pupils who pass the examination for Second Class Provincial Certificates from any High School or Collegiate Institute, should be reckoned as having passed the Intermediate Examinations, and that girls competing at the Intermediate Examination should not be required to take Euclid.—Carried unanimously.

Moved by Mr. Connor, seconded by Mr. Switzer,

That the Council of Public Instruction be respectfully requested to reconsider their decision on the question of recognizing the passing

of a matriculation examination of a University as equivalent to passing the intermediate examination.—Lost.

Moved by Mr. Strang, seconded by Rev. Mr. Grant,

That in the opinion of this Section it is inadvisable to have an intermediate examination until the new programme has been for at least six months in the hands of the teachers.—Carried.

Moved by Mr. Dawson, seconded by Mr. Douglass,

That the High School Committee for the ensuing year consist of Messrs. Seath, Strang, McMurchy, Thorburn and McIntosh.—Carried.

The hour for closing having now arrived, it was moved and seconded,

That the Section do now adjourn.—Carried.

HUGH J. STRANG,

Secretary H. S. M. Section.

2

1 2 & 3 clips Certif. etc

PAPERS READ
BEFORE THE ONTARIO ASSOCIATION.
FOR THE ADVANCEMENT OF EDUCATION.

PRESIDENT'S ADDRESS.

The President, on taking the Chair at the evening session, proceeded to deliver his Annual Address. He said he could not help thinking that these meetings, whether central or local, were of great use to the profession. Education was an experimental science; the teachers were making the experiments; in the local and central associations they came together and heard the results of those experiments, and so forwarded the science which they were engaged in applying. It was also useful for them, secluded as they were for the greater part in the rural districts, to meet on these occasions and interchange ideas. On the last occasion of their meeting the interest was somewhat taken away by the excitement of an election which was then pending, and in which he was one of the candidates. He thanked those who supported him at that time, declared his intention of performing his duties equally to all, and announced that he had had no hand in any imputations which were then made on those who opposed him, the first sign of a man of honour being to be careful of the honour of others. He had endeavoured to supply his deficient acquaintance with the educational profession in Canada, by visiting as far as he could the meetings of the local associations, but it was difficult for him to visit them all, especially those in the more distant parts of the Province. This had been the first year of a re-organized Council. As one of the elected members, it was not for him to say whether the elective element had worked well or ill. The work had not fallen short in quantity—whether it had in point of quality, he left others to judge. There had been a disposition on the part of the Council to make themselves acquainted with the views of the teachers generally, as, for instance, in regard to the revision of the text-books and the new scheme for the High Schools. There was one change which many still desired, that was that the meetings should be public, and that reporters should be admitted. He believed he could speak upon that question with perfect impartiality, though some charitable people seemed to think that he had some motive in excluding reporters and keeping the meetings private. He could have no such motive. This was his last year of office, and besides, if he did not choose to speak before reporters, one had always the refuge of being silent. But he thought the question required very considerable delibera-

tion before they proceeded to take the step which was proposed. This Council was not administering public moneys. They had no special reason for keeping a very sharp or vigilant eye upon it. What it was wanted to do was to transact current business, and to make regulations which required, for the most part, minute consideration rather than great speeches like those which were made in public. They wanted it, he considered, not to talk well but to work well. There was no constitutional reason why it should debate publicly, or why reporters should be admitted. There were many Boards in England doing the same kind of work, though not on the same subject exactly, to which reporters were not admitted. If there was anything at all analogous in England to the Council of Public Instruction, it was the Committee of Council on Education, which did not sit publicly and was not reported. He could not help thinking that if reporters were admitted and the debates were published they would have a great deal of talk, and that was a considerable evil when they remembered that the Council was not a body of residents meeting from day to day, or through a long session, but of members scattered throughout the country, who were brought from their other avocations for a limited time, and from whom, therefore, they desired to get the largest possible amount of work and the least possible amount of needless talk while they were here. Again, it was very difficult to deliberate really when their words were being taken down by reporters. That was notoriously the case in great legislative assemblies. If they asked any member of the English House of Commons whether a speech in that body had ever turned a vote, he would say, "Yes, on one occasion. That was when Lord Hotham moved that the Master of the Rolls should be disqualified like the other judges from sitting in the House, and Lord Macaulay made a speech in opposition which turned the vote, Lord Hotham himself saying that if he had not moved the resolution he would have voted against it." That was one exception, but the rule was that people came with their minds already made up and made speeches in order to justify to the nation the vote they were going to give. If they wanted to deliberate on some difficult private matter with half-a-dozen friends, would they be likely to deliberate freely, or to change their opinions if there were needed to change them in order to arrive at the proper decision, if a reporter were sitting by to publish every word afterwards? That was the way with the Council of Public Instruction. Members coming from the country could not be well informed of the business beforehand; they had to learn the facts when they arrived, and they might express opinions which in the course of discussion they might find it right to change, but it was very difficult to change an opinion after it had been taken down. His opinion was that if reporters were present the debates of the Council would be of much less practical value. There was another danger. He hoped that in time public education and other beneficent institutions would improve their politics; but now they wanted to confine them to their own sphere. They did not want them in their soup or in their education. He believed that if they had reporters taking down the debates, and the newspapers commenting on them afterwards, it would be very difficult to keep out politics. He did not say this on mere speculation. Not long ago a question was raised about a debate in the

Board on the subject of the Depository, and if they remembered the comments of the two leading newspapers on that occasion, they would recollect that they both fixed upon the objects of their political aversion for attack. At present the Board was not political. Politics were excluded from it. It was governed entirely—whether it went right or wrong—by the interests of education. That, he thought, in this political world was a valuable characteristic, and one which he should not like needlessly to endanger. He was as great a friend of publicity as could be, and if there was any ground for supposing that the Board did not deliberate honestly, or played tricks with the public, by all means let the doors be thrown open and the reporters admitted, but the object was not that it should talk well, but that it should work well, and reporting would be a great impediment to work.

The most important work the Council had done during the year had been the revision of text-books. They were all aware that in that as in every department of this great and complex system, change ought to be very cautious, but the text-books must be kept up to the level of the age, and the Council could not be responsible for anything else. He knew there had been a great desire for a new or revised geography, and that had been put in hand under good auspices. Then the grammar was considered to need a change. That change had been made, and a grammar introduced, the best the Council could select, although he feared it might at first present a rather novel arrangement and nomenclature. It was very difficult to find a good English grammar. Most grammars had been written by people who had studied the inflected languages and thought English was inflected, though, unfortunately, they knew that it was not. People who had studied Greek and Latin, especially Greek, looked for their forms everywhere. The Greek was perfectly homogeneous, almost perfectly inflected, and in forms and modes of thought far superior to any modern language. English was very different, being exceedingly heterogeneous and not inflected. Another class of text-books taken up for revision was the history books. They had found no really good history of Canada for the use of schools, and had had to invite the learned men of the Province to turn their attention to it, but he doubted if anything very valuable in the way of a text-book would be produced, in consequence of the disconnected character of our past history. With regard to English history, would there was some one who, with the knowledge of the present day united the talent of Goldsmith, and would give us such a narrative as his histories were. All historical writing was now affected by the question whether history was a science, and to be treated as one in the same way as the physical sciences. Mr. Buckle thought it was, but he was not satisfied that it was so, because he had not yet found any explanation of the phenomena of conscience and moral responsibility, which seemed to exclude free will, and if they admitted free will there was something in the phenomena of human action, of which history was made up, which was different from the phenomena of the scientific world, and repelled the scientific treatment applicable to it. Still, no doubt scientific habits and method had told a good deal upon the treatment of history, so that if it had not become more scientific it had at least become more philosophical, less

wh
hist
mor
was
ques
tion
the
adop
A
the
insp
tion
shou
whic
to t
Alth
woul
or th
the
ther
in th
intro
long
the C
book
came
eman
muni
dogm
the l
plaus
rest
whic
the fi
merel
acted
facts
get th
any s
did ne
spirit
count
the G
things
to ster
" This
which
from
reply.
Toront

what might be termed the "drum and trumpet history," and more the history of opinions and institutions. This affected the larger histories more than the text-books, but it affected all to a certain extent. There was, however, one element in history which was not affected by any question as to its being a science—that was the ethical part, the presentation of human character in great persons and great events, and that was the part most suited to children, and most required in any text-book adopted by the Council.

Another class of books about which he had heard a good deal said in the local associations, and which must probably come on some day for inspection, if not for revision, was the reading books. His own inspection of them led him to sympathise with those who thought a change should be made, but before acting they must settle some principle on which they should act. Was the object to be purely literary, simply to teach reading, or to convey specific information at the same time? Although the two objects might not be absolutely incompatible, yet they would frame a very different set of books if they went on one principle or the other. They must be determined again by another question as to the "programme"—whether some subjects now upon it should be left there or not. If the scientific or philosophical subjects now introduced in the programme were removed, there would be an additional reason to introduce them into the reading-books, and so convey information no longer given in any other way. Another point to which the attention of the Council was incidentally turned, was the relations between the text-books and religious teaching, and the conclusion to which the Council came in substance was, that it would desire all text-books, and books emanating from it, to be pervaded by the sentiment of a Christian community, but it would not introduce into them anything in the way of dogma—anything of a denominational or sectarian kind. He considered the latter provision to be sound and valuable. Some said, not without plausibility—"The Roman Catholics have their Separate Schools; the rest are Protestants; and we may introduce into them all doctrines in which all Protestants agree, or to which none strongly object." That, in the first place, was stereotyping a system which, after all, he hoped was merely a concession to a temporary need. He thought our Legislature acted wisely in instituting Separate Schools. He thought they must look facts in the face, and must consider how difficult it would have been to get the Roman Catholic portion of their population to co-operate in any sort of national system unless they had made that concession. He did not say the propriety would be so clear if the strongly aggressive spirit lately shown by the Ultramontane party were to spread to this country. He thought then the relations of the Roman Catholics towards the Government and society in general would be open to question. As things had been, however, he thought it was wise, but he did not want to stereotype it—he did not want to write over all the public schools, "This is a school which a Roman Catholic cannot enter." The address which he made to them last year had called down some sharp criticisms from ecclesiastical quarters, to which he had thought it better not to reply. They had come from his excellent friend the Archbishop of Toronto, his excellent friend the Provost of Trinity College, and from a

High Church clergyman of the Church of England, who wrote over his initials in the *Mail*. They would see that all these criticisms came virtually from the same quarter, but they would bear him witness that he spoke as strongly as it was possible to speak on the importance of religious education, and that he said he looked forward earnestly to the day when not only would education be religious, but they would be able to reintroduce religion into the teaching of their public schools, instead of the present system of secular education in the schools and religious education at home and in the Sunday school, which was the result of a time of religious perplexity and division, when it was impossible to get people to be all taught the same creed. But what these gentlemen all wanted was not religious but clerical education—education under the control of the clergy. The Catholic Archbishop had more than once poured balms upon his head from the height of his pulpit, but in the Council they met on the most friendly terms and in the most friendly manner. The Provost of Trinity College commenced mildly, but he warmed as he went on, and the High Church rector was, he might say, personal, but he ascribed that only to his piety. With regard to the Archbishop's criticisms, if he thought it quite certain that clerical control over education was really conducive to the interests of popular education, he would only like him to look at Spain and her colonies, Portugal, Brittany, Italy, the Roman Catholic parts of Belgium, and the other countries where clerical education had been most complete, and tell him honestly what had been the result. The Provost's principal objection was that he had underrated the activity of the Established Church of England in regard to popular education. Let him distinguish the Establishment, which was a political institution, from the Church. The Church, when it became political, and political power was placed in its hands, seemed to him to suffer by what it thought to be an accession of power. The Provost's statement that the Church of England had taken up the matter of popular education before the close of the war against revolutionary France was literally correct, but that war divided itself into two parts. The first was the struggle against revolutionary France and the French Republic, and then the Tory or High Church reaction in England was very high indeed. Afterwards it was a struggle against Napoleon, and then the reaction became less violent. After the struggle ceased, the liberal or progressive movement began again, and he contended that it brought with it popular education. In support of his statement he quoted a passage from Lord Russell's "Recollections and Suggestions." The new High School scheme was likely, he thought, to fulfil its purpose.

They had learnt from the newspapers that a question had arisen about the Depository. A Committee was appointed to enquire into the Depository, and to consider its relations to the book trade and its general utility and present circumstances. He consented to serve on the Committee while doubting whether the Council had, under the Act defining its powers, power to carry through that enquiry effectually. The question was ultimately raised, and he could not say positively that it had power, after a satisfactory enquiry, to make a complete report, and so, instead of voting for the reception of that report, he was very glad to

vote for a reference to the Government suggesting that, as the institution was one of an exceptional kind, and the trade which it affected felt and expressed itself aggrieved at its interference, it was desirable for the Government from time to time to enquire into it in order to see that it fulfilled the purposes of its institution and did not interfere with any established trade. The report contained an explanation by the Office of the uses of the Depository, and a defence of it as an institution. He did not mean to say that there was not a great deal in that defence. His mind was entirely free from prejudice on the question, but he thought the institution should be subjected to occasional enquiry. It was true that Government built ships and manufactured arms in its own yard, because they were absolutely necessary, and private traders could not be relied on to supply them when wanted, or of the exact description required, but books were sure to be provided by the trade. The book trade was the natural organ for the production and diffusion of literature. Its interests were not more selfish than those of any other trade, and they should be careful how they carried on an institution like the Depository without periodical enquiry. He had no doubt that it served an excellent purpose in the pioneer state of our institutions, but now the book trade had developed and circumstances had changed. He looked with respect on the Depository and every part of the great educational policy which had been established in this Province, and would not lay rash hands upon it.

During his visit to the local associations several questions had come up. One was whether certain scientific and philosophical subjects had not better be removed from the programme. The real question was, could these subjects be effectively taught or not. He should say that some of them could not be taught in the rural schools. He was of opinion that the staple should be reading, writing, arithmetic, grammar, and geography. Let these be thoroughly taught, especially arithmetic, which, independent of its obvious uses, was the best mental training that our children received. He had no doubt that the Scotch owed a great portion of their remarkable success in life to the very thorough training they underwent in arithmetic in Scotch schools. A great deal had been said about the economical value of education in the increased value it gave to labour; but they must remember that, after all, the root of industry was hard work, and while they made labour more skilled and intelligent, there might be a danger of making manual labour distasteful. This result had already been seen in the United States. The superiority of English workmen arose not from anything learned in the school, but from the long-trained habit of conscientious labour.

Referring to the subject of rewards and punishments, he said he was inclined to sympathise with many people who were opposed to the prize system. He thought that to excite ambition and envy in the minds of children was not conducive to their happiness, and, after all, the great thing they desired to form was not intellect, but character. With regard to punishments, some thought that corporal punishment in schools could be done away with altogether. But if the statements which had been published as to cases in which it had been successfully abolished were true, they only showed the persons that had succeeded to have possessed won-

derful powers of moral command, such as were not given to one teacher in a hundred. Among ordinary children and ordinary teachers cases must arise when corporal punishment should be used. But, of course, the greatest economy of punishment was the greatest proof of the teacher's powers of moral command. The punishment should always be administered in cool blood, and if possible not at the time; it should never be inflicted for stupidity or nervousness, but only for wilful disobedience, including obstinate idleness. He had sometimes thought that the political evils of which we complained on this continent had resulted from the loss of parental authority, amounting in some cases to positive domestic anarchy.

The irregularity of attendance of which complaint had been made was due in some measure to our climate, the shortness of the summer often making it necessary for the children to stay at home to assist in getting in the harvest, and the severity of the winter, rendering it at times impossible to send them long distances. The frequent change of teachers would, he was afraid, only be rectified by higher pay being given. A question had been raised whether the Council of Public Instruction had not better be improved out of existence, and a Minister of Education substituted for it. He should say yes, at once, on two conditions. The first was that they could find a Minister of Education. He had asked one or two persons of some eminence whether they did not think the change had better be made. The answer was, "Where will you find the man?" It was rather a melancholy subject of contemplation, and seemed to show that the United States was not the only country where the best men did not go into Parliament. Another reason against the change was that they wished to keep education out of party politics. In England, the Vice-President of the Council was practically the Minister of Education as Chairman of the Committee of Council on Education, but though he was a party man, and went in and out like the other Ministers, they had somehow the art in the old country of keeping education tolerably clear of politics. He was not so sanguine of doing it here, but if he were sure of these two conditions being satisfied, he did say the right thing certainly was to have a Minister of Education.

The President concluded his speech by thanking them for the honour they had done him by electing him.

COMPULSORY EDUCATION.

BY ARCHIBALD MACALLUM, M.A.

MR. CHAIRMAN AND FELLOW-TEACHERS,—

The subject to be discussed this afternoon is Compulsory Education. Education is that preparation in early life which will enable a person to prosecute successfully the business of life in after years.

Compulsory Education secures to each individual "that his faculties and capabilities shall be educated, brought out so much that he may

know what there is to be done and learned in this world, in which he must needs live, and what of that he himself must learn and do."

The first principle involved in Compulsory Education is that it must be national; the State must educate the whole people in everything except religion; the property of all must pay for the education of all, from the lowest primary or kindergarten school to the highest seat of learning—the university of the nation. England, until recently, had not a national system, and, by their own estimate, a few years ago there were in England and Wales eight million men and women who could neither read nor write.

The legislative provisions for the free and liberal education of every youth in Ontario are amply sufficient. The State, in mere self-defence, should insist on those rich provisions of the law being carefully carried into effect. Society has suffered so cruelly from ignorance, that its riddance is a matter of necessity, and by the universal diffusion of knowledge alone can ignorance and crime be banished from our midst; in no other way can the best interests of society be conserved and improved than by this one remedy—the compulsory enforcement of this great boon—the right of every Canadian child to receive that education that will make him a good, loyal subject, prepared to serve his country in the various social functions which he may be called on to fill during his life; and prepare him, through grace, for the life to come. This is the end of education.

Compulsory education is the necessary sequence of free public schools, and may be regarded as the crowning act in the great educational drama we have been permitted to witness during the past thirty years. It may be said the ballot has been placed in the hands of every man, and in no other way can this great right be exercised to the advantage of all concerned than by the universal diffusion of knowledge. Our form of government is the best in the world, but without intelligent voters it can neither be continued pure nor improved to meet the necessities of the coming time. Three great privileges we enjoy: a free State, a free Church, and a free School. We owe to posterity that the people should be sufficiently educated to hand down not only unimpaired but augmented, the blessings now secured to all by our excellent system of instruction, which embraces the Public Schools, the High Schools and Collegiate Institutes, and the National University. However important other institutions may be, the public schools alone affect the standing of the masses; and so beneficial are the influences of education on the masses, that "the material prosperity, intellectual and moral development, respect for law, and obedience to it in any state, may be relatively measured and calculated by the condition of the free public schools."

The importance of this great cause may be perceived from the great amount of property invested in its interests by the various Provinces constituting our Dominion, as well as in other educating countries. In the United States (140,000,000) one hundred and forty million acres of public land have been set aside for educational purposes; the children of school age number (14,500,000) over fourteen and a half millions; they expend (\$95,000,000) ninety-five million dollars annually, estimated to be equal to one-third of one per cent. of the value of the real and personal

property in the whole country; and (221,000) two hundred and twenty-one thousand teachers constitute their army for the extirpation of ignorance, bigotry, superstition, and crime. Every child in the land is welcome to participate freely in the blessings of education, while in places—Boston, New York, Ohio, &c.—the young are compelled to receive that early training which will make them intelligent, useful, and law-abiding citizens. Soon, we trust, this compulsory law will everywhere obtain, and the effect of it will, no doubt, be glorious.

In Ontario for 1873, the latest date at hand, there were (504,869) five hundred and four thousand eight hundred and sixty-nine children between the ages of five and sixteen years, of whom 460,984 had attended school more or less, and of all ages 480,679 had been pursuing mental culture in some one or other of our educational institutions. The number of public school houses reported was 4,662; total educational institutions, 5,124. The number of public school teachers was 5,642, whose salary amounted to \$1,520,124; while the total expenditure in connection with our public schools amounted to the handsome figure of \$2,604,526, and for all educational purposes reported, \$3,258,125. The value of all school property I regret to be unable to give, but for our population, age, and abilities, I believe we compare favorably with any other State in the world. Compared with these interests, any other—railroad, manufacturing—important though they are to material progress, are yet small in comparison to the education of our half-million of youth.

The following are among some of the benefits that would result from the adoption of this great measure:—

I. COMPULSORY EDUCATION PREVENTS PAUPERISM.

In the States of Pennsylvania, Ohio, and Illinois, statistics bearing on this point have for some time been kept, and it is found that, of illiterate persons, *one in ten* is a pauper, while of the rest of the population only *one in three hundred* is a beggar. Thus it appears that persons allowed to grow up in ignorance produce *thirty* times the number of paupers that an educated community would be troubled with. The statistics of England, Ireland, and Scotland, not less than other countries of Europe, show that (*ceteris paribus*) poverty and paupers are in the inverse ratio of the condition of education among the masses: as "education increases, pauperism decreases, and as education decreases, pauperism increases."

II. COMPULSORY EDUCATION DIMINISHES CRIME.

By this means alone can the golden age so exquisitely referred to by Pope, be inaugurated and perpetuated:—

All crimes shall cease, and ancient fraud shall fail;
Returning justice lift aloft her scale;
Peace o'er the world her olive wand extend,
And white-robed innocence from heaven descend.

A greater than Pope declared in prophecy, two thousand six hundred years ago, that "they shall beat their swords into plough-shares, and their spears into pruning-hooks; nation shall not lift up sword against nation, neither shall they learn war any more." These sentiments were rendered into exquisite verse by Michael Bruce, one of the minor Scotch poets, and also a teacher, who died at the early age of twenty-one, in 1767:

It v
realiz
will
them
riors;
exten
creati
the p
will
inabil
shado
of Co
Of
1,722
under
York
the u
same
negle
tion o
of the
other
as on
comm
juven
less
own
From
comm
4,137
as it
most
sava
De
Boro

Neith
Read,
Read
Super

Instr

No strife shall rage, nor hostile feuds
 Disturb those peaceful years ;
 To ploughshares men shall beat their swords,
 To pruning-hooks their spears.
 No longer hosts encountering hosts
 Shall crowds of slain deplore :
 They hang the trumpet in the hall,
 And study war no more.

It will be by education that Victor Hugo's bright dreams shall be realized. "This security of the future will be superb, and discoveries will succeed battles; nations will conquer no more. They will raise themselves and enlighten one another. People will no longer be warriors; they will be workers. They will find, construct, and invent. To exterminate will no longer be glory, but murder will be replaced by creation. Civilization will be composed of the study of the true and of the production of the beautiful. *Chefs d'œuvres* will be incidents. People will be more moved by an Iliad than by an Austerlitz." I regret my inability to give much more from this writer, as he seems to me to foreshadow the happy times in reserve for the coming generations by means of Compulsory Education.

Of the prisoners committed to jail in Ontario during the year 1870, 1,722 or 27 per cent. could neither read nor write, and 427 of them were under sixteen years of age. The Commissioner of Education for New York avers that 85 per cent. of the crimes in that State is committed by the uneducated. Eighty per cent. of the crimes in New England in the same year was committed by parties whose education had been wholly neglected or nearly so. Only seven per cent. of New England's population over ten years of age can neither read nor write; yet 80 per cent. of the crime in these States was committed by this small minority; in other words, an uneducated person commits fifty-six times as many crimes as one with education. In the whole United States an ignorant person commits ten times the number of crimes an educated one does. Of 11,420 juvenile offenders committed to jail in one year in England, only 196, or less than two per cent. could read and write well. The statistics of our own Penitentiary but too surely corroborate these lamentable facts. From the following table it will be perceived that out of 130,000 persons committed to prison in England and Wales during the year 1867, only 4,137—that is, one in thirty-one—could read and write well. "In fact," as it has been well said, "our criminal population are mere savages, and most of their crimes are but injudicious and desperate attempts to live as savages in the midst and at the expense of a civilized community."

Degree of instruction of persons committed to the different County, Borough, and Liberty Prisons in England and Wales:—

JUDICIAL STATISTICS, 1867.

	Males.	Females.	
Neither read nor write.....	32,724	13,788	} 126,213
Read, or read and write imperfectly.....	59,684	20,067	
Read and write well.....	3,495	430	} 4,137
Superior education.....	195	17	
Instruction not ascertained.....	96,098	34,252	130,350
	807	242	1,049
Totals.....	96,895	34,493	131,388

In France, from 1867 to 1869, one-half the inhabitants could neither read nor write, and this one-half furnished 95 per cent. of the prisoners arrested for crime, and 87 per cent. of those convicted. In other words, an ignorant person, on an average, committed ten times the number of crimes that one not ignorant did.

In the Kingdom of Bavaria this question was thoroughly examined in 1870, and it will be noticed that as school-houses increase, crime, with its parent, ignorance, withdraws to more congenial surroundings. In Lower Bavaria there were 10 churches and $4\frac{1}{2}$ school-houses to every 1,000 buildings and 100,000 inhabitants, and there were 887 crimes committed. In the Lower Palatinate the ratio was 11 churches, 6 school-houses, and 690 crimes. In Upper Bavaria the churches numbered 15 and the school-houses $5\frac{1}{2}$, while the crimes numbered 667. In Upper Franconia the ratio was 5 churches, 7 school-houses, and 444 crimes; while in the Palatinate there were 4 churches, 11 school-houses, and 425 crimes—less than one-half compared with Lower Bavaria, in which the conditions of churches and school-houses were reversed. And finally, in Lower Franconia the ratio was 5 churches, 10 school-houses, and 384 crimes. Tabulated for the purposes of comparison, these statements are as follows:

	Per 1,000 Buildings.		Per 100,000
	Churches.	Schools.	Souls.
Lower Bavaria.....	10	$4\frac{1}{2}$	870
Lower Palatinate.....	11	6	690
Upper Bavaria.....	15	$5\frac{1}{2}$	667
Upper Franconia.....	5	7	444
The Palatinate.....	4	11	425
Lower Franconia.....	5	10	384

In the report of Asylums, 1870-1, the following statement occurs:—“About 25 per cent. could neither read nor write, while as many as 4,046, or 61.18 per cent., were known to be intemperate in their habits” Under this head are placed all such infractions of Nature's laws as result in deafness, dumbness, blindness, lunacy, idiocy, insanity, &c. Ninety-nine cases in a hundred of these and other ailments too numerous to mention might be avoided by strict attention to the laws God has established for our guidance and control. “We are verily guilty concerning our brother,” said the sons of Jacob, “when he besought us and we would not hear.” A hundred times more guilty are the teachers—among whom are placed all who have an opportunity to teach—of the present day, who, either as blind leaders of the blind, or, worse still, having light on the causes of these calamities, put it under a bushel, and so allow the darkness to continue. In a very important sense, “ye are the light of the world.” Let your light so shine that men, in the observance of your physiological as well as other laws, may glorify your Father which is in heaven—the maker and upholder of these laws.

III. COMPULSORY EDUCATION WOULD EFFECT A GREAT SAVING IN THE EXPENSES OF OUR CIVIL GOVERNMENT.

From Dr. Ryerson's Report for 1870 we learn that the average cost of each pupil in the public schools for Ontario for that year was \$3.87;

from M
comm
items
Assur
of just
In t
hund
thous
(\$3,30
and ed
to Dex
police
crimin
to edu

IV.

The
educat
numb
tion w
these
piness
after
cludes
facult
piness
of a
except
the st
to we
and S
tion,
Could
be fo
humil
The
are o
Hugh
of vis
believ
and e
benef
and t
to the
It is
of edu
“V
Bade
incre
dimin

from Mr. Langmuir's Report we find that the cost of each prisoner in our common jails was, for the same year, \$16.03, without including such items as the salaries of our judges, &c., that might justly be added. Assuredly school-houses are cheaper than jails, and teachers than officers of justice.

In the city of New York, for the year 1872, there were (230,000) two hundred and thirty thousand pupils in the public schools; (3,000) three thousand teachers and school officers were employed, at a cost of (\$3,300,000) three million three hundred thousand dollars, to instruct and educate these children. Yet it costs that great city more, according to Dexter A. Hawkins, a competent authority on this subject, to support police and police courts in restraining and punishing a few thousand criminals, nearly all of whom became such from want of education, than to educate their 230,000 school-going population.

IV. COMPULSORY EDUCATION WOULD INCREASE THE BLESSINGS OF LIFE.

The tendency of education is to increase the happiness of mankind; if education were general and compulsory, the greatest good to the greatest number would be secured. Lord Brougham says that science or education would not only make our lives more agreeable, but better, and that these pursuits are found to be the sure paths of virtue as well as of happiness. General Eaton, the United States Commissioner of Education, after making very diligent and extensive inquiries on this subject, concludes that "the mere power to read and write increases the productive faculty of the laborer fully 25 per cent.," apart altogether from the happiness it confers. "So powerful is education," says F. Hill, Esq., author of a work on national improvement, "that, with comparatively few exceptions, the different countries of the world, if arranged according to the state of education in them, will be found to be arranged also according to wealth, morals, and general happiness. Dr. Potter states, in "School and Schoolmaster," "that education, if imparted to all the rising generation, will make the young provident, industrious, temperate, and frugal. Could the paupers of our own State be collected into one group, it would be found, without doubt, that five out of every six owe their present humiliating position to some defect or omission in their early training."

The Boston reformatory for young persons and prison for criminals are on Deer Island, a few miles from the city. In company with James Hughes, Esq., Inspector of Public Schools, Toronto, I had the pleasure of visiting these institutions in November last. I am quite prepared to believe the statement of the Superintendent, for everything was so nice, and every person seemed so happy, that the influences must have a very beneficial effect on the inmates. The children receive a good education, and the result is thus stated by the gentleman referred to: "In regard to the children, we have one fact to record, which is very encouraging. *It is very seldom that any of them return to this island.*" Such is the result of education.

"What have been the consequences of compulsory instruction?" "In Baden," says M. Cousin, "the morality and riches of the country have increased, the number of marriages is augmented, illegitimate births diminish, the prisons become empty. In 1854 there were 1,426 prisoners,

ither
oners
ords,
er of

ed in
th its
lower
1,000
itted.
s, and
chool-
ia the
in the
—less
ions of
Fran-
Tabu-
s:

100,000
souls.

imes.

870
690
667
444
425
384

urs:—
s 4,046,

Under
result in
ety-nine
mention
shed for
ing our
ould not
g whom
ent day,
light on
allow the
light of
vance of
which is in

g IN THE

re cost of
s \$3.87;

accuracy of thought; in other words, an increased mental ability and logical power. Second, improvement in school architecture, so that the surroundings of the pupil during the plastic period of school life shall improve the taste as well as gratify the longings for the beautiful. Every facility for imparting instruction, not of words merely, or names, but of things, every means for conveying these ideas, must be provided and put into requisition. Schools must be better graded; the number of pupils to one teacher must not be above *forty*, irregularity in attendance greatly improved, and special attention paid to the health, comfort, and normal development of the pupils.

Third, there is also implied a better supervision of schools. At present the great step taken in establishing county inspectorships is merely a beginning; no Inspector should have more than *forty* schools in his district; monthly instead of semi-annual visits by the Inspector should be made; the authority, as well as the pay of these officials in country parts, should be increased, and their term of office made, like that of our Judges, during good behaviour; and the incumbent should be removable by the Government only, to which alone he should be responsible. No person should be allowed to teach even a private school without proper preparation, and all schools should be inspected by the proper official. Township boards, by which more equitable school taxation will be secured, are also implied.

Fourth, but of little avail will every other improvement be unless the position of the teacher is made more secure, and his effective ability as well as his pay largely increased. Other things are important; this is absolutely necessary. It is the teacher that makes the school; the surroundings aid, but the instructor accomplishes; he moulds the heart and forms the character of the future occupant of every position in society. The true teacher will bear in mind that education is not a mechanical routine of duties, but a dynamical process; that it is effort that secures real improvement, and that he is responsible, not merely for what his pupils accomplish, but for all they could realize or should achieve. Much has been done for teachers, still much remains to be done. How different the examinations just closed from the following, said to have taken place in Kentucky in 1872:—

“Last week a young gentleman made application for a situation as teacher in one of our public schools here. The Commissioner and Examiner took him into a room for examination, and, if found qualified, to grant him a certificate. The following is reported to us to be the conversation that took place there:—

“*Examiner*—Where are you from, sir?

“*Applicant*—From Virginia, sir.

“*Ex.*—What county?

“*Ap.*—James County.

“*Ex.*—What is your county town?

“*Ap.*—Williamsburg, sir?

“*Ex.*—Where were you during the war, sir?

“*Ap.*—I was in the Confederate army; was wounded twice, and (unbuttoning his coat) am not ashamed to show them, sir.

“*Ex.*—All right, sir! All right! (turning to the Commissioner)—Write him a certificate, Mr. Commissioner.

"Can any one doubt that he would have ignominiously failed in his application if his wounds had been received while serving in the Union army?"

I am fully convinced that with proper facilities and good teachers, our pupils at ten years of age will be as far on in their studies—by which I mean the real work of education—as they now are when two years older; and two years at twelve are equal to five at twenty.

Moreover, the influences of education—for it simply means the formation of character, and character is the highest gift God has placed within our reach—are like our personal identity, of the most enduring nature. As it is so abiding, surely it should be of the purest and best possible type and kind. "An interesting but melancholy discovery was made the other day at the foot of Mont Blanc. A block of ice, separated from the mass of the mountain by the thaw, rolled down into the valley. Upon closer inspection, it was found to contain enclosed the remains of the American, John Blackford, who about three years since attempted an ascent, and has never since been heard of. He evidently met with his death on that occasion, and has since lain in his cold crystalline coffin, which has preserved his body and clothing admirably. When found, his features were unchanged, and he might have breathed his last only half an hour before."

Thousands of years ago the people of Egypt embalmed their dead, and so thorough was the process that their mummies are to-day in a perfect state of preservation. Countless ages ago insects were entangled, by some means or other, in masses of amber. So complete have been the preserving qualities of this substance, that the class, genera, and species of these little creatures are, with no difficulty, ascertained. Thus it is with education; but when the Egyptian art, the ice, and the insect shall have passed away, the influence of education shall still survive. Heaven and earth may pass away, but the sequences of our training shall forever remain.

It is matter of deep regret that we have as yet in our Dominion so few accurate statistics on many subjects of very great importance. While preparing this paper I found them scanty indeed. It is most sincerely to be hoped that our Government will shortly establish a "Bureau of Vital Statistics," so that clearer light may be thrown on the causes now operating to produce evils that might, like smallpox, be nearly, if not altogether, removed from the catalogue of ills to which humanity is liable. If such an enthusiast as my friend Mr. Magan, whom I am very happy to see in the audience to-day, were appointed to attend to such matters, the results would, I doubt not, prove of incalculable benefit to our race in the coming times.

You have, I fear, Mr. Chairman and fellow-teachers, been detained too long. The importance of my theme is the only excuse I can offer. I would like to refer to the excellent provisions of our school law on this subject—its history in other places, as well as to Norman School training; but you are all familiar with the first, and time forbids more than a passing allusion to the others. The effort has been made to explain what we mean by this term, the principles on which it is based, and the results that would follow its introduction; and by means of statistics—

those
be pla
vent p
and m
the pr
illustr
conclu
"In
Willia
people
was th
of the
the su
moral
You
rest of
system
system
conste
presen
heaven
speaki
toward
as ve
inhabi
appear
view,
the ac

HAM

It is
cient h
in any
—we
appre
ceives
of this
ciation
allowa
vertib
This c
goes f
his pro

those unerring guides, in whose averages implicit confidence can always be placed—to show that Universal or Compulsory Education would prevent pauperism, diminish crime, effect a great saving in public expenses, and multiply the blessings of life. Then we endeavored to show some of the principles involved in this great idea, as well as referred to some illustrations in support of the views advanced. Now we come to a conclusion.

“Instruct the people,” says Macaulay, “was the first advice given by William Penn to the new State which was then organized. Instruct the people was the last recommendation of Washington. Instruct the people was the incessant exhortation of Jefferson.” What the chisel in the hand of the sculptor is to the block of marble, what the Nile is to Egypt, what the sun is to our solar system, such is Education—physical, mental, moral—to the *genus homo*.

You are aware, Mr. Chairman, that the world we inhabit, with the rest of our planets, revolves around the sun as the centre of our solar system; that the sun, with all his attendants, is a member of the astral system supposed to revolve around Alcyone, the brightest star in the constellation of the Pleiades; that the position of our astral system at present is near the inner edge of that bright belt that spans the heavens, called the “Milky Way,” where the stars are, comparatively speaking, few and far between; that our motion in space is outward towards that part of the belt in which the stars are much more numerous as well as brilliant; and that hereafter the nocturnal sky to earth's inhabitants will be much more magnificent than we now enjoy. Such, it appears to me, will be a parallel to our descendants, in a social point of view, after they have enjoyed the benefits sure to follow as the result of the action and inter-action of Compulsory Education.

HAMILTON, *August*, 1875.

THE TEACHER'S LOVE FOR HIS PROFESSION.

BY THE VERY REV. PRINCIPAL CAVEN.

It is doubtful whether the office of the teacher has been held in sufficient honour, or his work has been sufficiently valued in any country or in any state of society. It is *not* doubtful that with ourselves the teacher—we refer especially to the Common School teacher—is but imperfectly appreciated. The very inadequate remuneration which he usually receives is not the only evidence—but it is sufficient evidence—of the truth of this statement. There may be other reasons than the want of appreciation for the inadequacy of the teacher's salary; but when all proper allowance has been made for these, it must, we fear, remain incontrovertible that we do not estimate at its true value the work of teaching. This circumstance cannot but prove discouraging to the teacher; and it goes far to explain the fact that in so many instances he hastens to leave his profession when any fair opportunity of so doing presents itself. A

proportion, no doubt, of those who engage in teaching legitimately aim, from the first, at passing into some other profession; yet, taking account of this, it can hardly be denied that too few teachers affectionately regard the instruction of the young as their life's work, and devote themselves to it with that undivided purpose which is required to the highest success.

We must remember, too, that in the routine of a teacher's duties there is a good deal to beget weariness, and also to try the patience. He has to teach the same subjects from day to day to the same pupils; a majority of whom can hardly be bright; while some of them will probably be stupid, and some perverse. He will not, in every instance, find that Parents and Trustees enter into his views, and co-operate with him at once in securing the discipline of the school and promoting its studies.

Putting together, therefore, the difficulties and trials inseparable from the teacher's work, and the utterly inadequate estimate which the community usually forms of its importance, we cannot be surprised if the teacher should sometimes give way to discouragement, and, by hurriedly forsaking his calling, seem to endorse the estimate of it which too generally prevails. But there are great compensations here; and it is very unnecessary that the teacher should regard his profession as wanting in attractions or unable to afford him pleasure in the exercise of it—as subordinate in these respects to almost any other human vocation. Even should the wrongs at the hand of the community, of which he justly complains, not be righted, it is impossible that to the mind of the intelligent and conscientious teacher his calling should be divested of the highest interest and attractiveness. You will permit me, in the remarks which follow, to point out some of the conditions under which this feeling of interest may be maintained and enhanced.

1.—*To preserve and strengthen his attachment to his profession, it will be necessary that the teacher should constantly seek to improve in his qualifications for it.* If he shall remain stationary here, it will be hardly possible, under any circumstances, that he shall continue greatly to love his work; the measure of enthusiasm with which he started will soon be expended, and he will begin to complain of the wearisome routine of his duties. Now, these qualifications may be regarded as consisting partly in the knowledge of the subjects taught in our schools and seminaries, and partly in the knowledge of the methods of teaching. That there must be great room for advancement in acquaintance with the subjects of instruction on the part of the majority of teachers—why should I not say all teachers?—is obvious. The law recognizes three classes of Common School teachers, and grades in two of these classes. Teachers of the second and third classes out-number those of the first. This is perhaps necessary, and is not to be complained of. No one is to be blamed for commencing to climb at the foot of the ladder. But why should the teacher consent to remain at the foot? I must speak guardedly; for there may, in providence, be circumstances which prevent a teacher of the utmost diligence, and with the strongest desire for self-improvement, from so prosecuting his studies as to qualify himself for a higher place in his profession. Let no word be here uttered indicating want of sympathy with the large class of teachers who find themselves worn out at the end of school hours, or

constrained to take up duties alien to their profession, so that little time and strength are left for study. Many of these are highly to be praised for the exertions they make, and for their perseverance in the face of difficulties. But there seems no good reason why teachers of ordinary talents, who have good health, and in whose way no special impediment lies, should not in time reach the highest certificate. Very many do so; they begin as third-class teachers, and attain at length to the first class. In many instances they have their hour for private study set apart, and nothing in the ordinary course of things must break in upon it. Amusements and social life are kept in their own place; all temptations to indolence are resisted; and without taxing themselves too severely or neglecting anything pertaining to their public duty, they gradually and surely rise to a good acquaintance with all the subjects taught in our Common Schools. Now, one may safely appeal to every such studious teacher whether he has not found that his diligence in the studies of his profession invest it with growing interest to him. It is not merely that he has attained, or will by and bye attain, to a higher status, and thus gratified an ambition which need not be sinful; but he has found his affections gather round his work in some proportion to the mental effort directed towards the attainment of excellence in it. I need not wait to illustrate the principle involved in this result; for it is universally recognized that the most important subject can become interesting to us only when the mental energies have been occupied with it, and that almost anything may come to possess absorbing interest if there shall be concentrated upon it a great deal of thought.

The examination for each of the classes of Common School certificates is now much higher than it was a few years ago. The standard has been wisely raised in accordance with the educational advancement of this Province; but the first-class certificate is still within the reach, eventually, of most teachers who will wisely use their time. To gain credit for this assertion, I do not need to descend to details. The members of this Association are better acquainted with the subjects of examination for certificates of the several classes than I am, and will at once sustain me in saying that it is not chimerical to speak of teachers of fair talent and ordinary application being, as a rule, able in time to master the subjects of a first-class examination. But should any fail in this, their labour will not be lost. The third-class teacher may reach the second class, if not the first; and—put it at the worst—should he not succeed in reaching the second class, he will at least be a better instructed and more competent teacher of the third class than he was before.

The teacher's first duty, no doubt, is to give faithful service in the school where he labours. He must not allow any scheme of private study to interfere with the performance of the work for which his services have been engaged. But it is very certain that a little time devoted to his personal improvement will have precisely the opposite effect. He will teach all the better, with all the greater zeal, on account of his increasing knowledge and mental discipline; and while in a very rare case you may find a teacher neglecting his duty because he is bent on study, you will have little difficulty in finding instances to prove that the teacher who forgets the cultivation of his own mind speedily settles down into a languid inefficiency.

The view which I have thus sought to set forth rather in its relation to the teacher in the Common School is, of course, applicable in substance to every teacher in every place of instruction. A necessary condition of heightening or even preserving our interest in the work of the class is, that we shall study our subjects more thoroughly, read more widely upon them, seek to master them both in principle and detail, get the mind filled and possessed by them.

There belongs also to the teacher's qualifications an acquaintance with the best methods of imparting instruction. The establishment of Normal Schools in all countries where the education of the people has received any measure of attention, bears witness to the importance attached, by common consent, to the art of teaching. But it is clear that no teacher, though he should have attended the best training school, can start in his profession with a thorough knowledge, theoretical and practical, of the methods of teaching. There must in this matter, as in scholarship, be gradual acquisition—gradual increase of proficiency and skill. Now, the observation and study of the pupil's character necessary to the attaining of such proficiency will not only relieve the routine of school-work of its character of drudgery, but will tend to make his profession in a high degree interesting to the teacher. Whatever interest, indeed, attaches to the study of the human mind and of human character, belongs to this part of the teacher's training; and this interest will be much enhanced by the practical end immediately in view.

2.—*But the love with which right-minded teachers regard their profession arises largely—we may say mainly—from the good which it accomplishes.* You will not accuse me of unseasonable moralizing in calling attention to a truth so important, though so obvious, as this. The conscientious teacher will seek to be deeply penetrated with it, and will draw his strength and his inspiration very much from the consideration that, however he may be remunerated, whatever social position may be accorded him, whatever measure of sympathy he may receive from those who should know his trials, he is engaged in labours which are of incalculable benefit to the community. The teacher who wishes to act from the highest motives will frequently dwell upon this thought, and in spite of all misappreciation will see his work and office invested with the highest dignity and glory.

Now, it is superfluous that we should here attempt to settle any question as to the place of relative importance held by teaching as an occupation or profession. To do so were a difficult thing, and the attempt might be hardly free from invidiousness. For, as in the body, the head cannot say unto the feet, "I have no need of you," so, all the various legitimate employments exercised among us conduce to the welfare of society: none of them can well be wanted, and the profession of teaching has no interest in depreciating any of them. But the teacher may justly claim that no occupation is more intimately connected with—contributes more directly to—the conservation and the increase of all that is most valuable to society. Perhaps a qualification of this statement ought here to be made. For if the Christian ministry be compared with other vocations, it must be allowed to have pre-eminent importance. Other callings will not be grudge, surely, that it should be so regarded. This is no question of social precedence; and he who rightly exercises the ministry of the

Divine Word will be humbled rather than elated with pride when he calls to mind the momentous consequences depending upon the faithful discharge of his office. But, if man is to live for ever, and if his well-being depends chiefly upon his moral condition, then must that work which contributes in the highest degree to his moral perfection stand in importance before all others. At the same time, it were a shallow view which should classify all other callings as secular, and as invested only with the subordinate interest belonging to temporal things, while the gospel ministry should be held alone to partake of the transcendent importance attaching to the things which are unseen and eternal. Other employments may partake—some of them do largely partake—of the nature of a ministry; and hence they are clothed, in their measure, with a sacred character too, and produce the same kind of fruit as the Christian ministry should bear. This, it may be truly said, is the case with the teacher's office. We return to this point; but shall first advert to the great value of the teacher's work to the community in its results not directly moral.

Our material interests are much promoted by the work of the teacher. This is true not only in respect to the fact that a special course of instruction is necessary in preparation for certain employments and professions indispensable to our material welfare, as medicine and engineering, *e. g.*, but in the light of the much more general fact that developing the mind and quickening the intelligence of a community leads to and ensures progress in all that constitutes its material well-being. A man who cannot read or write may draw a furrow or bind a sheaf as successfully as his well educated neighbour; but it were a great mistake to suppose that the husbandry of a country derives no benefit from the education and intelligence of its inhabitants. It is not simply, or even chiefly, that agricultural chemistry must be applied in the most successful farming (this would illustrate rather the importance of special training for particular employments); but that intelligence must direct and preside in everything that leads to success in cultivating the soil. The same remark obviously holds as to all other kinds of manual labour. Wherever the mind has to be employed, it must be advantageous to have it improved by training. Where the use of muscle only is needed, the intelligent man will have no superiority; but it were wasting time to prove that the province in which muscle suffices is very narrow—that muscle without mind will not ensure success in any kind of useful labour. It is not true, indeed, that the most intelligent and best educated men in a community are always the wealthiest; nor, perhaps, even on a national scale, should we find that education and wealth are always in exact proportion. We must ever remember that wealth and material well-being do not mean precisely the same thing; nevertheless observation will afford ample proof that ignorance tends to poverty, and that knowledge and intelligence are always, in themselves, favourable to success in life.

The teacher of every class and grade is therefore entitled to feel that his labours greatly contribute to our material benefit; and that, whether we gratefully acknowledge it or not, our prosperity as agriculturists, as manufacturers, as men of trade and commerce, is inseparably bound up with his often obscure and ill-remunerated labours.

When we advert to political well-being—to the safety and the progress of the State—the importance of education is equally obvious. It were out of place here to discuss the comparative merits of different forms of Government, or different conditions of the body politic as to the measure in which the popular element is introduced. Whatever kind of government a people may be under, it is necessary that intelligence should direct public affairs. A despotic monarchy or an oligarchy cannot long dispense with intelligence on the part of the one or the few who wield the power of the State. But the type of government with which we are concerned, and in connection with which we have to speak of education, is popular in its character. The masses are enfranchised and called upon to take their part in shaping the destinies of the country. It becomes, therefore, of the utmost consequence—indispensable to the national well-being—nay, to the very existence of the State, that the people should be found prepared to appreciate their trust and discharge their duty intelligently. Hence the necessity for their being educated, and raised above the gross ignorance in which they become the easy prey of the demagogue. This matter is now pretty generally understood by the thoughtful citizens of the neighbouring republic, and hence the zeal with which they insist upon popular education. They well know that to recall political power from any class once possessed of it is not possible; that whatever opinion they may have as to universal suffrage, retrenchment here is not a practical question: all the more, therefore, do they consider the education and enlightenment of the masses to be imperative. With ourselves the situation is not greatly different, and the argument for the education of the people hardly less cogent. Enough of rude and vicious ignorance has already been seen taking part in our elections, municipal and parliamentary, to warn us that we are not quite beyond the reach of danger; nor is it possible that any improvement in the method of registering the mind of Constituencies can afford us sufficient protection.

But is the education of the masses, then, adequate guarantee that political power shall be wisely exercised? Is all risk at an end when the Common School is satisfactorily doing its work in every part of the land, and our High Schools and Universities crown the edifice of national education? We dare not answer in the affirmative. We may not forget that to the welfare of the State, even as to individual welfare, there is something still more requisite than knowledge. It is "righteousness which exalteth a nation," and which protects it as well. The government of the universe is a moral government, and no nation or community which forgets this all-important fact can long walk in the path of safety. But, whilst not identifying the mere enlightenment of secular education with the moral qualities which the State must have in order to ensure its prosperity, we must yet regard this enlightenment as in itself good and necessary—as *one* of the conditions of national welfare; and we would certainly expect to find the moral element referred to rather in union with education and intelligence than apart from them. The importance of the teacher's function, then, is here sufficiently obvious to lend great interest to his work in his own eyes and in the eyes of all reflecting men. His services cannot in any way be dispensed with—hardly

overv
Magis

We
Teach
portan
the te
with
he thi
to him

In
gion.
this is
by se
pecul
faith
ing th
from
moral

But
to co
from
ciples
that i
specif
chara
unwo
instru
school
opini
don't
rightl
the r
duties
root
gospel
and t
thoug
philos
vidua
even
opini
traini
teach
press
direct
and l
every
Ag
school
given

overvalued. He may be sure that the country has not more need of Magistrates and Judges and Legislators and Governors than of him.

We make reference, last, to the moral results of the teacher's work. Teaching is a great moral instrumentality, and all the transcendent importance which attaches to morals must reflect dignity and interest upon the teacher's office. The teacher, if a good man, will be greatly impressed with his responsibility, but he will also be cheered and encouraged when he thinks of the great field for doing good which his profession opens up to him.

In our public schools no place is assigned to direct instruction in religion. It is unnecessary here to say anything regarding the reasons why this is so, or to express any opinion upon the point now being discussed by some whether, without trenching upon the field of denominational peculiarities, some measure of instruction in the doctrines of the Christian faith might not be introduced? But taking things as they are—recognizing the fact that no religious instruction is provided for—I am very far from inferring that our schools have no character and no value as a moral and even religious agency.

But here, in passing, I would wish to guard against being supposed to concur in the view which thinks it possible to separate morality from religion, either in life, or in any exhibition of its laws and principles; or which holds that morality is the greater part of religion, and that it matters little, in any case, whether we have instruction in the specific tenets of the Christian system or not. I can hardly refrain from characterizing any such view as thoughtless and shallow, and utterly unworthy of being adduced to vindicate the exclusion from our schools of instruction in the doctrines of Christianity. Say, if you will, that the schools are not meant to teach religion, or say that the divided state of opinion among us forbids that religious dogma should be taught, but don't say that morality is independent of religion, or that we can ever rightly appreciate relations of duty as towards our fellow-men apart from the recognition of our true relations to God. At the same time moral duties may be taught in consistency with the fact that they have their root in religion, taught in harmony with the spirit and temper of the gospel, whilst the distinction between morals and theology is respected; and thus the whole tendency of the teaching may be in favour of religion, though there should be no express inculcation of its dogmas. There is a philosophy which holds that intellectual and moral qualities in the individual are much more closely allied than is generally supposed, or which even takes them, at root, to be identical. On this point I shall offer no opinion; for, however we may decide, it is evident that intellectual training and development must in many respects open up the way for the teacher of morals and religion; nay, unless conducted with an aim expressly hostile to truth and goodness, can scarcely fail to confer some direct moral benefit. When the eye is being opened to see the wonders and beauties of the intellectual world, it is hardly possible to prevent every ray of moral light from entering the soul.

Again, instruction in morals is a recognized part of the course in our schools. I do not know to what extent teaching in this subject is actually given in Common and High Schools; but an opportunity is here fur-

nished for directly promoting the moral improvement of the pupils, and aiding in the formation of their character. It is, of course, possible to give lessons on morality in a way that shall have little or no effect in the formation of character. The subject may be dealt with coldly, or from a purely scientific point of view; but if the teacher is at all in sympathy with the lesson, he can not fail to do more than merely convey a little information. Holding firmly the opinion above enunciated as to the connection of morality with religion, I should yet think that no person can do otherwise than regard the instruction referred to as good and valuable; and, especially when imparted by a religious person, will it suggest and tend towards the deeper teaching out of which it springs.

The personal character of the teacher is too important an element to be here left out of the account. In almost everything, indeed, *character* asserts its power. Two persons can hardly meet for any purpose without moral influence going forth. But scarcely can any parties be brought together under conditions more favourable to the exercise of influence than those defined by the relation of teacher and pupil. The official position of the teacher and his superiority in knowledge give him an ascendancy which may become a very benign moral power. Let his own nature be pure and benevolent, reverent and truthful, and he can hardly fail to exert a decided and happy influence on the young minds around him. A healthful moral atmosphere will pervade the school, which very sensitive natures will constantly inhale; and thus directly and indirectly—not least in the latter way—the character of the teacher will tell upon his scholars, and his relations to them will become even sacred.

If, then, all the more important interests of the community—interests moral and religious as well as political and material—are thus subserved by the teacher's labours, is it not allowable—is it not demanded—that he should think highly of his office, and see it to be worthy of having his zeal and energies fully consecrated to it? The true teacher will no more be an "hireling" than the true pastor. He will work from a high sense of duty; he will be encouraged and stimulated, if not moved to enthusiasm, when he remembers the high importance of his labours, and sees around him youthful minds which it is his privilege greatly to mould—to inform with knowledge and influences which, by the divine blessing, may prepare them not only for useful citizenship, but may contribute their share towards the formation of that character which shall fit them for the skies.

CERTIFICATES TO PUBLIC SCHOOL TEACHERS.

BY JOHN THORBURN, M.A.

MR. PRESIDENT, LADIES AND GENTLEMEN,

The subject which has been assigned to me, and which I have now the honour of bringing under your notice, is "Certificates to Public School Teachers." When I was asked, a few weeks ago, by your Secretary to prepare a paper on this important practical subject, I must acknowledge

it wa
I sho
versa
expen
discu
honou
Presi
shoul
open

W
both
syste
objec
many
have
State
care
is my
tion o
for th
const
laid i
the y
of the
about
class
years
notic
histor

We
and t
of the
and c
ders
the l
and a
ment
prim
tain
princ
not c
also
With
his ir
is to
value
ignor
thith
succe
chara

it was with some degree of reluctance that I gave a conditional promise. I should have preferred that it had been entrusted to some one more conversant with the working of our present system—one whose practical experience in public school work would have better qualified him to discuss it in all its bearings. I felt, however, that as you did me the honour, at your last annual convention, of electing me one of your Vice-Presidents, had I refused compliance with Mr. McMurchy's request, I should have failed in my duty to my fellow teachers, and laid myself open to misapprehension.

Within the last half century, an immense progress has been made, on both sides of the Atlantic, in the cause of popular education. Improved systems of instruction have been adopted, and a truer conception of the object and aims of education has gradually been reached. When Germany was overrun by Napoleon, Frederick William III. is reported to have said, "Unquestionably we have lost territory; unquestionably the State has sunk in external might and glory, but we will and must take care that we gain in internal might and internal glory; and therefore it is my earnest desire that the greatest attention be devoted to the education of the people." Again he says, "I am thoroughly convinced that for the success of all that the State aims at accomplishing by its entire constitution, legislation and administration, the first foundation must be laid in the youth of the people; and at the same time, a good education of the youth is the surest way to promote the internal and external welfare of the individual citizens." These words of the King had the right ring about them, and they found a hearty response in the breasts of all classes of the community. The result was, that within the next twenty years Prussia had made such progress in education that she attracted the notice of the other nations of Europe, and inaugurated a new era in the history of education.

We see law operating everywhere around us in the physical world, and there can be no doubt that it is equally operative in the phenomena of the human mind. It is true that these phenomena are much more subtle and complicated than those of matter; still this very complication renders it all the more necessary that they should be carefully studied, that the laws by which the growth and development of our mental powers and activities are governed may be discovered and applied to the advancement of a rational system of education. Every teacher should, as a primary and essential condition of fitness for his profession, have a certain amount of acquaintance with the Science of Education and of the principles upon which it is based. This will be of great service to him, not only as a means of disciplining and improving his own mind, but also of directing him to the selection of right methods of instruction. Without this preliminary equipment, much of his time will be misspent; his influence and usefulness as a teacher will be greatly impaired, and it is to be feared that his work in the school will have little educational value. Such an one will be like a man in charge of a vessel, who is ignorant of the use of rudder and compass, and who is carried hither and thither as whim or fancy may lead him. Experience has shown that the success of any system of education depends, to a large extent, upon the character of the teachers, and of their fitness for the duties they have to

discharge. The question then naturally presents itself, in arranging an educational system, "How can a sufficient supply of properly qualified teachers be secured, and by what means can they be permanently retained in the profession?" This question has been a perplexing one to most Governments, and various expedients have been adopted to meet it. In England, owing to the absence of any general system of education, great difficulty has been found in obtaining a sufficient number of good teachers for elementary schools. From the reports published by commissioners appointed to examine into the condition of the private and endowed schools of England, we are furnished with the most startling disclosures of the low state and inefficient management of these schools. In examining the private schools, one Commissioner tells us "that the majority of the teachers are deficient in every way; half educated, without any knowledge, without the force of character to rule and guide boys." Nor do the endowed grammar schools appear to be much better managed, so far at least as regards the character of the teachers and the work done by them. The general result was found to be utterly unsatisfactory, and the report accounts for this state of things by stating, "Untrained teachers and bad methods of teaching; uninspected work by workmen without adequate motive; unrevised or ill-revised statutes, and the complete absence of all organizations of schools in relation to one another, could hardly lead to any other result." In 1846 the Committee of Council on Education established a system of pupil teachers with very beneficial results. It was laid down in the regulations that, after passing a satisfactory examination before an Inspector, if thirteen years of age, promising lads at school might be appointed pupil teachers. They were to be apprenticed for five years, during which time they were to assist in the school; and for their services they were to receive a certain stated allowance, beginning with £10 for the first year, and ending with £20 for the fifth and last year. They were to receive instruction for so many hours in the week, and at the end of their apprenticeship, they were required to satisfy the Inspector in the course of study they had been pursuing. Queen's scholarships were also provided for such pupil teachers as might wish to enter a training college. The course of study there might continue for one, two or three years, and certificates might be obtained at the end of each year, entitling the holders, when they taught in elementary schools, to an annual allowance from the State. This arrangement seems to have proved so far a success, as in 1874 there were somewhere about 15,000 certificated teachers in England; but it has been estimated that if compulsory education were enforced, besides those already engaged in teaching, more than 20,000 additional instructors will be required. It will thus be seen that, as regards the matter of procuring a sufficient staff of teachers for the wants of the country, England has still a great work before it. The feeling, however, is gaining ground in that country among leading educational authorities, that no one should be allowed to open even an elementary school without possessing some qualifying licence. As has been said by a writer on this subject, "The medical quack is prohibited from plying his art even on willing patients; and the quack school teacher, though probably innocent of any intended fraud, should be prevented from inflicting irreparable injury on the children committed to his care."

In P
 advance
 devised
 of prof
 position
 Berlin,
 and for
 Remain
 practica
 methods
 their te
 experien
 made to
 either a
 of fitness
 ber. T
 of princ
 didate h
 seminar
 nary, ea
 by the
 departm
 are of t
 qualified
 tion are
 dates in
 of these
 each. I
 prescrib
 candida
 second
 must be
 the first
 teacher,
 certifica
 partly
 examine
 furnishe
 manage
 odical m
 tional su
 and are
 who hav
 all this
 of large
 tion. I
 no one
 any enc
 is the c
 interlop

In Prussia, where confessedly the system of public education is in advance of that of any other country, a most efficient system has been devised to give those who intend to become teachers a thorough course of professional training, and, what is of equal importance, to make their position at once profitable and honourable. Special seminaries exist at Berlin, Halle, and other centres of influence, for the training of teachers, and for their instruction in the practical requirements of their profession. Remaining there for three or four years, under the instruction of men practically and scientifically acquainted with the best principles and methods of teaching, they are allowed frequent opportunities of testing their teaching powers by conducting classes under the inspection of experienced teachers. In this way the theory and art of teaching are made to advance hand in hand. No person can teach in any capacity, either as an assistant or master of a public school, without a certificate of fitness shown by passing certain examinations. These are two in number. The first is for the position of assistant master; the second for that of principal. The first of these examinations takes place when the candidate has finished his preparatory training at one or other of the training seminaries. It is conducted by the director and teachers of the seminary, each one taking his own special branches, and it is superintended by the school committee of the province, assisted by the councillor of the department, who acts as president. The certificates of assistant teachers are of three grades—No. 1 being "Very well qualified," No. 2 "Well qualified," and No. 3 "Sufficiently qualified." The subjects of examination are such as are required in the schools, and the standing of candidates in each of the subjects is carefully examined, and upon the aggregate of these depends the character and grade of the certificate granted to each. No. 1 must have obtained "very good" in three at least of the prescribed subjects. Having passed this examination successfully, the candidate is then qualified to take any appointment as assistant. The second examination usually takes place at the end of the third year, but *must* be before the expiration of five years from the time of his passing the first examination. Without waiting for official notice, the assistant teacher, at the time and place appointed, presents himself with his first certificate to undergo his second examination. These examinations are partly oral and partly written. A teacher, after passing these two examinations, is required to avail himself of such opportunities as are furnished by Government for extending his practical knowledge of school management and promoting his general culture. There are certain periodical meetings also which a teacher is required to attend where educational subjects are discussed. These are held at stated times and places, and are under the management of accomplished and experienced men who have distinguished themselves in educational matters. The result of all this is, that Prussian teachers, as a class, are men of ripe culture and of large practical experience, and they hold a high rank in public estimation. In Prussia—and indeed this is true in most other German States—no one who has failed in any other employment or profession receives any encouragement to enter the teaching profession. The reverse of this is the case. The enclosure is too strictly guarded to allow admission to interlopers. The consequence is, school teaching is not resorted to as a

dernier resort, but it is followed by men of the highest orders of mind who have made it a life business, whereas those of an inferior order, who unfortunately in some other countries constitute the main body of teachers, are relegated to other and easier walks of life. Those who have visited Prussia from other countries, and had personal intercourse with the school masters, are unanimous in speaking of them as a body of men of extensive erudition and ripe scholarship, giving themselves heartily to their work, and taking pride and pleasure in it.

The public school system of this Province has, so far, been a successful one. Under the able administration of our Chief Superintendent, it has been modified and improved to suit the altered exigencies of the times, until now, I believe, it will compare favourably with that of any other country. As regards the character and qualifications of teachers, a marked advance has been made of late years. Since I went to Ottawa in 1862, a complete revolution has taken place, not only in the externals of education, such as school buildings and school furnishings, but also in the standing and qualifications of the teachers. I remember it was no unusual thing, at that time, for young men and women to present themselves for examination, who were ignorant of the simplest rudiments of learning, and utterly unfit to manage a school. Some of their examination papers were certainly unique, and might be worthy of preservation as landmarks in the history of our educational system. With your permission, I shall take the liberty of giving a few specimens. To the question, "Distinguish between ancient and modern history," the answer was given, "Ancient history is history before the flood, and modern history is history since the flood." Again, "Distinguish between cardinal and ordinal numbers." Answer, "The cardinal numbers are one, two, three, four, five, six, seven, eight, nine, ten; the ordinal numbers are eleven, twelve, thirteen, &c." "Give an account of the institution of the Olympic games." "The Olympic games were tilt and tourney, instituted by Charles II. in the 17th century." Nor was their knowledge of geography any more satisfactory, as may be seen from the fact that the Red Sea was said by one of the candidates to be one of the New England States. Fortunately some progress has been made since then, and it is but seldom now that such specimens of ignorant presumption are to be met with among our candidates. Occasionally, however, a *rara avis* is to be met with still, whose appearance may be accounted for on what Darwin would call "a reversion to the original type." At the last examination recently held, in answer to the question, "Describe the course of the Mississippi," a certain candidate favoured the examiners with the startling intelligence that the Mississippi rises in the south, flows northward, and falls into the Baltic Sea. It is to be hoped that this was an isolated case, and that such aspirants will become less and less frequent.

In a recent article in the *Toronto Globe*, the writer, when referring to an advertisement for a teacher, "Salary \$200 per annum, Normal School certificate preferred," complains that the supply of teachers in some districts far exceeds the demand, and over-competition is affecting injuriously the status of the profession. "This evil," the writer continues, "is seen chiefly in the case of third-class teachers. The determination of the standard for them is virtually in the hands of local boards, and in some cases

the bus
though
vince.
to low
selves
specie
their t
positio
teacher
tion O
ence t
availa
selves
very la
certific
dates
in the
in the
of the
be abo
classes
to mee
are not
doing,
interes
insepar
also.
the bet
of edu
educati
teacher
better
By t
granted
by the
former
at least
valid, f
certific
learnin
for one
only te
force f
Superi
county
long as
The in
stated
success
tion, an

the business of examination is carried out loosely enough." I have always thought that we have too many grades of school certificates in this Province, as the natural, and I might say, the necessary tendency of this is to lower the profession, and to do an injustice to those who qualify themselves for the higher grades. It is well known that most school sections, especially in country places, are less concerned about the qualifications of their teachers than about the salaries they have to pay them. I am not in a position to give the exact relative numbers of first, second and third-class teachers of Ontario. On my way up from Ottawa, I called at the Education Office for the purpose of obtaining some reliable information in reference to this point; but I was disappointed in this, as I found none was available. Judging, however, from the numbers who presented themselves for examination last July, there is good reason to conclude that a very large majority of our public school teachers have only *third-class* certificates. Taking the average number of second and third-class candidates from certain counties, a few of which have come under my notice in the newspapers, I find there are more of the latter than of the former in the proportion of seven to one. It appears to me that, taking a view of the whole case, the time has come when third-class certificates should be abolished. In Prussia, as we have already seen, there are only two classes of teachers in the public schools, and these appear to be sufficient to meet the wants of the country. The system there allows none who are not thoroughly trained and qualified to become teachers, and, by so doing, justice is done both to the teaching profession and to the general interests of education. In fact, as experience has shown, these are inseparably connected, for whatever benefits the one benefits the other also. The better the teacher is qualified and the better his remuneration, the better will the work be done, and the more surely will the interests of education be promoted. If what Kant says be true, that "behind education lies hid the secret of the perfection of human nature," the teacher holds the key which is to unlock this secret, and to introduce a better and more hopeful future for the coming generations of our race.

By the school laws of Michigan there are two classes of certificates granted to teachers, the one by County Superintendents, and the other by the Superintendent of Public Instruction. Those granted by the former are of three grades: the first is given to those who have taught at least one year in the State with approved ability and success, and is valid, in the county in and for which it is granted, for two years. The certificate for the second grade is conferred upon "persons of approved learning, qualification and character," and is valid throughout the county for one year. The teacher holding a certificate of the third grade can only teach in some one specified township, and his licence continues in force for not more than six months. The State certificate, given by the Superintendent of Public Instruction, entitles the holder to teach in any county or school district of the State, and is of perpetual validity, or so long as the moral and professional reputation of the holder remains good. The intention of this legal provision for granting State certificates is stated to be "to recognize and honour especially those experienced and successful teachers who have won an enviable reputation in their vocation, and have given character and dignity to the profession in the State;

and also to afford a proper incentive to commendable exertion on the part of young teachers."

In Ontario, as you are aware, first and second-class certificates are valid during good behaviour and throughout the Province. There seems to be an obvious anomaly in this provision, as they are issued under different conditions and by different school authorities, and yet they are both valid for life. I have already suggested that the granting of third-class certificates should be abolished. I would further suggest that the second-class certificates should consist of three grades; grade A being granted to those teachers who have taught successfully for three years, and to be valid throughout the Province for five years; grade B for those who have taught successfully for at least one year, and valid for all parts of the Province for three years. Grade C might be granted to persons of good educational attainments, and valid throughout the Province for the space of two years.

I would have the first-class certificates valid for life or during good behaviour, but only granted to such teachers as have successfully taught for five years. Normal School students, having had a thorough course of training and practical experience of teaching in a Model School, and having passed successfully the examination prescribed for first-class certificates, might be considered as having attained what is practically equivalent to teaching five years in a school, and be eligible for first-class certificates.

The question "by whom should certificates be granted?" is one about which, I am aware, a considerable diversity of opinion exists. So far as I am competent to judge, I would be in favour of having both first and second-class certificates granted by the same central board of examiners, acting under the authority and receiving their instructions from the Council of Public Instruction. This would ensure uniformity of action; certificates of corresponding grades would be of the same value; a better security would be given to the country that the examinations were *en règle*, and teachers would be placed on a more satisfactory and independent footing as public servants. Whatever gives security and dignity to the teaching profession will have a tendency to attract into it a higher and better class of men. At present it is too much the practice to look upon teaching as a stepping stone to some other profession. After teaching for a few years, young men ambitions of making for themselves a name in the world are too often tempted to quit the profession for some other, whose honours and emoluments have for them a greater attraction. The consequence of this is, the teaching profession suffers, and the progress of education is retarded, as their places have to be filled up by young and inexperienced teachers, whose services, for a time at least, cannot be so valuable. It has been said, "Get good teachers and then keep them as long as possible." This is an excellent school maxim, and if school boards were sufficiently alive to the highest and best interests of their schools, they would put it in practice more frequently. I should have liked, had time permitted, and had it been within the scope of my paper, to say a few words in reference to what I consider one of the most objectionable features of our public school regulations. I refer to the degrading and humiliating provision which makes it necessary every

year f
engag
teache
phanc
wishes
archan
will re
and th
and at

I an
charg
great
still fa
rightl
by it.

a corre
long
of case
up, we
teache
have t
vated
and sa
most c

RE

MR. P

The
mer to
some
Seeing
necess
subject
calmly
of scho
the A
with a
the sub
might
Inspec
Council
have
was di
of the
on wit

year for a teacher to solicit, at the hands of his trustees, a renewal of his engagement. Such a system, I am convinced, is calculated to destroy a teacher's self-respect, and to foster within him a spirit of servile sycophancy. He has so many masters to serve, whose several interests and wishes must be consulted, that it would require the magnanimity of an archangel to make him submissive to his fate. I trust that this subject will receive the attention of your Convention on some future occasion, and that the time may soon arrive when a man can both teach a school and at the same time retain his manhood.

I am afraid that I have but very imperfectly and inadequately discharged the duty assigned to me. The subject is, undoubtedly, one of great practical importance. The teaching profession in this country is still far from occupying the position in public estimation to which it is rightly entitled, considering the nature and importance of the work done by it. Where high attainments are necessary to success in a profession, a corresponding prestige will naturally attach to it; but when one belongs to a profession in which little is expected, and which, in a majority of cases, is only entered upon as a makeshift until something better turns up, we can scarcely wonder that it should be but lightly esteemed. A teacher's work requires so many qualities of head and heart that it should have the talents and energies of our best educated and most highly cultivated men and women—men and women who are conscious of the dignity and sacredness of their vocation, and who feel that it is worthy of their most conscientious efforts.

RELATIONS BETWEEN HIGH AND PUBLIC SCHOOLS.

BY H. DICKENSON.

MR. PRESIDENT,

The Executive Committee of this Association, when they met last summer to arrange a programme for the present meeting, assigned to me the somewhat difficult task of introducing the discussion of the above subject. Seeing my comparative youth and inexperience, I urged upon them the necessity of selecting a more experienced individual, especially as the subject, being of a volcanic nature, was one that, unless approached calmly and with a desire to do full justice to the interests of both classes of schools involved, might cause the High and Public School sections of the Association to clash. They, however, appointed me the subject, and with a desire to have a paper worthy of laying before you, I introduced the subject into our County Association in order that the thoughts I had might be improved by discussion. Shortly after this the High School Inspectors grappled with the chief difficulty, and suggested to the Council of Public Instruction what they considered a solution of it. I have reference to the absurd manner in which the High School Grant was distributed. As soon as this was done, I corresponded with several of the members of the Executive Committee as to whether I should go on with the work of preparing a paper on the same subject, or whether it

would not be expedient to change the subject. All inclined to the opinion that the subject would still bear discussion. The few remarks I shall make, therefore, will be made from a neutral stand-point, and I hope those who follow in the discussion will endeavour to divest themselves of sectional prejudices, and argue from the same stand-point:—

1ST.—HIGH AND PUBLIC SCHOOL PROGRAMMES.

The Council of Public Instruction has arranged a Public School programme for six classes. The work of the fifth and sixth classes corresponds almost exactly with that laid down for the first and second forms of High Schools. As far as pupils individually are concerned, it does not matter one iota where they go over the work laid down in the programme for those classes. Why the Council of Public Instruction has caused the programme of the two classes of schools to overlap is more than I have been able to determine. I am aware of the advantages of the early introduction of pupils into classics. I believe that those who intend following classical studies should early be introduced into the rudiments; and the High School is the natural place for the classics. But why rudimentary classics have not been introduced into preparatory classes, and why they have taken two years' extent of work out of the Public Schools and established what is called the English course in the High Schools, is again more than I have been able to determine. The great objection against leaving the dividing line between the two schools where it is (and to me it seems insuperable) is, that it must be next to impossible for a High School staff of teachers to frame time-tables at all suitable to the wants of their two distinct classes of pupils. Imagine a school with a hundred pupils, fifty of whom take the classical course, and the remainder the English course. It is to be presumed that those taking the English course are under the care of attentive teachers the whole time. How time can be found to do justice to the fifty classical pupils is hard to imagine. And where the exceptional subjects intended to season the English course come in and how they are taught passes my comprehension. I have an instance in my mind where a High School master took over two months at his time-table and broke down through illness before his task was completed. The High School Inspectors, in their recent suggestions, say "that the formal distinction between the English and the classical course cannot in practice be maintained; that the sharp division of High School pupils into four forms cannot be effected; and that too many subjects and too many classes have to be carried on concurrently." They therefore recommend "that it be left with the local authorities to determine the order in which the subjects should be taken up, the amount of work to be done in a given time, and the number of classes to be carried on at once." If this leniency be shown to the High School authorities, and the Public Schools are compelled to rigidly adhere to the programme, I am afraid dissatisfaction must inevitably follow. Another reason why the dividing line between the High and Public Schools of the Province should be changed is this—Parents have the power to remove their children from one school to another whenever the whim seizes them. Fifth and sixth classes in Public Schools, and even first and second forms in High Schools, are to a great extent placed at the mercy of such parents. For the most trivial causes pupils are

taken
ously
tion
when
Engl
the c
to th
High
class
High

The
Scho
with
have
class
while
board
keep
forty
Publ
to E
to a
gran
secu
natio
pupi
tors'
inter
of p
large
tainl
ment
of m
teach
them
tors
opini
the t
syste
the
Scho
1873
Ott
and
Of th
their
their
Ham
so-ca

taken from one to the other, and the discipline of both schools most seriously affected. It would be far better were the Council of Public Instruction authorized to arrange programmes for the schools of the Province, whereby the primary object of the Public School would be to give an English education, and the primary object of the High School to teach the classics. Parents would not then, as now, have a divided opinion as to the best place to educate their children, and the evil spoken of by the High School Inspectors, viz., that "too many subjects and too many classes are carried on concurrently," would then be removed from the High Schools.

2ND.—UNION BOARDS.

The law prescribes that no more unions between High and Public School boards shall take place. At the same time it does not interfere with existing unions. Then the sixty-six union boards in the Province have the facilities within themselves of transferring their fifth and sixth classes from the Public Schools and filling their High Schools readily; while those places which were not fortunate enough to secure a union of boards before the law prohibited it, but have separate boards elected to keep the standard of their respective schools as high as possible—the forty-two places that are thus situated must either elect trustees for their Public Schools, who will hand over the pupils of their highest divisions to High School control, in order that they may have the best material to assist them in securing as much of the already celebrated \$10,000 grant as possible—in order that they may have the opportunity of securing the \$60 per pupil for those who pass the "intermediate examination," or sacrifice largely their pecuniary interests. I say \$60 per pupil. It may be asked how I obtain this. In the High School Inspectors' suggestions I find \$14,600 to be distributed on the results of an intermediate examination. They also assume as the maximum number of pupils in the "upper school" 240. This gives over \$60 apiece. A large grant truly to be distributed by three men to the schools; but certainly an improvement on the old order of things, when every inducement was offered for transferring fifth and sixth classes over to the care of monitors and pupil teachers, and no inducement offered to High School teachers to bring their pupils above a certain standard after getting them. As for the \$10,000, report has it that the High School Inspectors "suggested" that they have a much larger sum. In my humble opinion they have \$10,000 too much. Objection was taken yesterday to the third-class teachers' incubus that is weighing down the Public School system. Need we wonder at this when we consider that, by prescribing the English course in the High Schools, those are made into Normal Schools for the special preparation of third-class teachers? Again, in 1873, Toronto had 1,241 pupils in the fifth class and 270 in the sixth; Ottawa, 128 in fifth and 57 in sixth; Hamilton, 17 and 0; London, 189 and 0; and Kingston, 153 and 157 in fifth and sixth classes, respectively. Of these Hamilton and London had union boards, and had 186 pupils in their fifth and sixth classes, while they had 580 pupils in attendance at their High Schools; and this number has been since augmented, so that Hamilton alone had within the last year an attendance of over 400 under so-called High School training. The other three—Ottawa, Toronto and

Kingston—had non-union boards, and had 2,006 pupils, or over ten times the number that London and Hamilton had in the fifth and sixth classes, while they had only 412 in attendance at their High Schools. The Legislative grant to Hamilton and London amounted to \$5,568, while Toronto, Ottawa and Kingston only obtained \$4,939; i.e., 50,000 inhabitants drew \$600 more out of the Provincial treasury than 120,000 inhabitants did. Instead of \$4,000, the grant to the latter three places should have been about \$13,000 in the same ratio. Again, look at the disproportion between the union and non-union Free Schools in 1871, 1872 and 1873:—

No. of Union Free Schools in 1871.....	47
“ Non-union “ 1871.....	14
“ Union “ 1872.....	54
“ Non-union “ 1872.....	20
“ Union “ 1873.....	55
“ Non-union “ 1873.....	22

This state of things was mainly brought about by the union boards having such ready transferring facilities, and thereby bringing such an influx of the legislative grant into their treasury as to enable them to throw the doors of their High School buildings open; while those places which have non-union boards (and which the law says must have) have not only to pay fees for their pupils, but they must assist those places that have union boards to pay their expenses by means of the Government apportionment. Certainly there was strong reason for the High School Inspectors “suggesting” that the grant to High and Public School pupils should be similar. Could not they have continued their suggestions, and recommended that the Gordian knot binding these Siamese twins together should be severed? Might they not safely have suggested that all schools might be free except for exceptional subjects? And further and more important, might they not have suggested that the work of the two classes of schools be distinctly defined—that the two classes of schools be not placed in direct antagonism for at least two years’ extent of work? I care not where the dividing line be drawn so long as the work does not overlap. To preserve harmony and to prevent present difficulties becoming chronic, this is imperative. Rivalry will thus be prevented, and each system will be left to carve out its own destiny.

I am aware that strong arguments are sometimes advanced by advocates of union boards in their favour, and I have no doubt but that such will be used here to-day; such, for instance, as that a teacher might be engaged to teach special subjects in both schools. This argument I have listened to, and think it a very weighty one—a very weighty one, indeed—in favour of union boards, if it could be shown that separate boards could not do the same. However, my opinion is not very dogmatic now on this union board question. It was; but since the High School Inspectors have grappled with the chief difficulties, I am loth to vote union boards nuisances. I think the nuisance lies in the fact that some are union and some non-union. By all means let us have uniformity. Let all boards be union or else non-union; let all schools be free. And if the clause allowing trustees to engage pupil teachers be left untouched, by all means let the dividing line between High and Public Schools be drawn

where
teache

I ho
aggrie
in the
them.
conten
the P
betwe
second
needs
what t
duced
vince,
discipl
with t
childre
classes
a sort
entirel
spring
masses
charac
the cl
tions.
them
lishme
tery.
unneces
them,
School
They
too, a
often t
subject
his sp
come
direct
teache

As
\$10,00
their e
mediat
compe
ensure
tion th
secure

where it will leave as many as possible under the care of experienced teachers, especially as additional Normal Schools are being provided.

3RD.—PREPARATORY CLASSES.

I hope those who have established preparatory classes will not feel aggrieved if I should tread on their toes a little to-day. The fault lies in the system allowing their establishment, and not in those establishing them. Not content with making arrangements whereby a spirit of discontent and insubordination has been introduced into the upper classes of the Public Schools—whereby pupils of a certain grade may vacillate between the fifth and sixth classes of the Public Schools and the first and second forms of the High Schools—our educational authorities must needs aggravate and intensify the evil by allowing the establishing of what they call preparatory classes for High Schools. After having introduced shakiness into a majority of the fifth and sixth classes of the Province, they must needs try their hands on the third and fourth. If the discipline or the attendance at the Public Schools be not in accordance with the preconceived ideas of certain classes of the community, their children are removed and find a too ready asylum in these preparatory classes. We thus find that, wherever found, these classes present either a sort of a *heterogeneous* mass of malcontents, or else are composed almost entirely of a few children of aristocrats, who will not allow their offspring to become contaminated with too familiar connection with the masses. This pandering to aristocracy is scarcely in harmony with the character of our institutions. If preparatory classes are a necessity to the classes supporting them, let them establish them as private institutions. The “otherwise educated” clause of the late School Act allows them the privilege; but why the Government should allow their establishment in connection with the High Schools of the Province is a mystery. They are considered by all, except this aristocratic element, as unnecessary. They are a complete loss to the localities establishing them, as pupils attending them can be ranked neither as High nor Public School pupils, consequently no Government grant is drawn for them. They are a drain upon the class that supports them, and a heavy drain too, as the pupils’ fees must support expenses. I am afraid that too often the law on this point is evaded, and the teacher of some special subject in the High School has the control of the preparatory class during his spare time. I am glad to be able to say that in Brantford they have come to the conclusion to break up their preparatory class, and as a direct result there, they anticipate a strengthening of the hands of the teachers of the third and fourth classes in the Public Schools.

4TH.—EXAMINING BOARDS.

As the High School Inspectors “suggest” that the sum of (say) \$10,000 be distributed annually amongst the High Schools according to their efficiency, and also that \$14,600 be distributed on results of intermediate examination, it is absolutely essential that schools entering into competition for those large sums should have a fair start. In order to ensure this it would be necessary to have not only one uniform examination the Province over, but one examining board. If one is necessary to secure uniformity, the other must be. If, as it is argued, there should be

only one board for examining those applying for second-class Public School certificates—if, as it is “suggested,” one board examine candidates at intermediate examinations—then we hold that there exists a necessity as great as in either of the above cases of having the entrance examination into High Schools of a uniform character. As at present constituted, every board has a different standard; and up to the present time, boards allowing their human nature to follow where their interests lead, and on the supposition that all other boards are lenient, give themselves every latitude in the conducting of examinations. Let the present board be remodelled; let the Public School Inspector conduct the entrance examination as it is proposed he should conduct the intermediate examination. Let the papers be opened, and, if necessary, the answers closed in presence of the candidates for entrance. Let the work of the examining committee be not only to overlook the report of the local examiners, but to make the examination themselves. If, as the High School Inspectors “suggest,” the Public School Inspectors, or their substitutes (who should in no case have any connection with the schools to be examined), should be responsible for the proper conduct of the intermediate examination—if, as they further “suggest,” the answers of candidates should be sent to Toronto to be read and valued by the High School Inspectors, or sub-examiners acting under their supervision—why is there not as great necessity in the entrance as in the intermediate examination? The chief objection is that additional expense would be incurred; but if 8,000 papers can be examined for \$300, as the High School Inspectors claim, very little difficulty will arise on that score. Another objection is centralization; but I think that the benefits accruing from a uniform standard would counterbalance all objections.

5TH.—SUBJECTS OF EXAMINATION.

At the present time the only subjects entrants to High Schools are examined upon are Reading, Writing, Arithmetic, Grammar, Spelling, Geography and Composition, leaving out entirely English History, Canadian History, Natural History, Christian Morals, Chemistry and Botany. Now, Sir, although we may not all be of one mind regarding the placing of those subjects upon the programme at all; seeing that those subjects are upon the programme for the fourth class; that the fourth class examination is the standard of admission, and that teachers are compelled by regulation to devote a portion of their time to the teaching of those subjects, it seems to me that a direct premium is offered for neglecting those subjects by not preparing papers on them; and teachers who attempt to carry out the fourth class programme in its entirety are thus taken at a disadvantage, part of their time having been taken up in giving instruction in those branches on which no examination is required. A far more preferable plan, and one which would mete out justice to all, would be to give papers on all the subjects in the programme, assigning less value to a paper on a minor subject, but still sufficient to prevent injustice being done to those teachers who attempt to carry out the fourth-class Public School work in full.

I hope the Association will excuse defects in this paper, as the few thoughts it contains have been hurriedly put together during the past few days.

MES

L

HIST

Co

“It

well-defi

narrative

more com

for which

partiality

as in the

ASTRO

illus

PHYSIO

Fea

GEOLO

illus

PHYSIO

illus

CHEMI

tion

PHYSIO

Prim

BOTAN

trat

ENGLI

turo

HISTO

Svo

HISTO

Svo

HARKI

Edu

HARKI

tho

New

HARKI

tary

tuti

New

MESSRS. JAMES CAMPBELL & SON

Would call attention to the following

LIST OF NEW TEXT BOOKS AND NEW EDITIONS:

HISTORY OF CANADA; for the use of Schools. By J. FRITH JEFFERS, B.A.
Campbell's Canadian Series of School Books.

"Its aim is to trace the development of the Canadian Constitution through its several well-defined stages, down to the present time; and to repeat in a concise and consecutive narrative the principal and more interesting events of Canadian History. No better or more comprehensive History of our country could be written, or arranged for the purpose for which it is designed; nor could it be done with better grace, nor more free from partiality. The book is well worthy of a place in the library of every Canadian, as well as in the hands of every student of history."

ASTRONOMY. By J. NORMAN LOCKYER, F.R.S. (Science Primers.) With illustrations. Feap. 8vo.....	Cloth \$0 30
PHYSICS. By BALFOUR STEWART. (Science Primers.) With illustrations, Feap. 8vo.....	Cloth 0 30
GEOLOGY. By ARCHIBALD GEIKIE, LL.D., F.R.S. (Science Primers.) With illustrations. Feap. 8vo.....	Cloth 0 30
PHYSIOLOGY. By M. FOSTER, M.A., M.D., F.R.S. (Science Primers.) With illustrations. Feap. 8vo.....	Cloth 0 30
CHEMISTRY. By H. E. ROSCOE, F.R.S. (Science Primers.) With illustrations. Feap. 8vo.....	Cloth 0 30
PHYSICAL GEOGRAPHY. By ARCHIBALD GEIKIE, LL.D., F.R.S. (Science Primers.) With illustrations. Feap. 8vo.....	Cloth 0 30
BOTANY. By Dr. J. D. HOOKER, C.B., F.R.S. (Science Primers.) With illustrations. Feap. 8vo.....	Cloth 0 30
ENGLISH GRAMMAR. By the Rev. RICHARD MORRIS, M.A., LL.D. (Literature Primers.) Feap. 8vo.....	Cloth 0 30
HISTORY OF GREECE. By C. A. FYFFE, M.A. (History Primers.) Feap. 8vo.....	Cloth 0 30
HISTORY OF ROME. By M. CREIGHTON, M.A. (History Primers.) Feap. 8vo.....	Cloth 0 30
HARKNESS, ALBERT; a Latin Grammar, for Schools and Colleges. <i>New Edition.</i> Crown, 8vo.....	Cloth, extra 1 00
HARKNESS, ALBERT; a Latin Reader, intended as a Companion to the Author's Latin Grammar. With references, suggestions, notes and vocabulary. <i>New Edition.</i> Crown, 8vo.....	Cloth, extra 0 85
HARKNESS, ALBERT; an Introductory Latin Book, intended as an Elementary Drill-Book on the Inflections and Principles of the Language, and as an introduction to the Author's Grammar, Reader, and Latin Composition. <i>New Edition.</i> Crown, 8vo.....	Cloth, extra 0 70

32 AND 34 FRONT STREET, TORONTO.

LIST OF TEXT BOOKS

Authorised by the Council of Public Instruction

For use in the High and Public Schools of Ontario.

ARITHMETIC.

Smith & McMurphy's Elementary Arithmetic.....	25
“ “ Advanced Arithmetic	50

CHEMISTRY.

Roscoe's Elementary Chemistry....	1 00
“ Chemistry (Science Primers)	30

ENGLISH LITERATURE.

Craik's English Literature.....	2 25
Spalding's Hist. of Eng. Literature	1 00

MATHEMATICS.

Pott's Elements of Euclid	75
Todhunter's Elements of Euclid...	90
“ Algebra for Beginners	50
Sangster's Algebra.....	90

GEOGRAPHY.

Campbell's Modern Geography.....	75
Lovell's General Geography.....	1 00
“ Easy Lessons in Geography	50
Page's Introductory Text Book of Physical Geography	75
Geikie's Physical Geography (Science Primers).....	30
Pillan's First Steps in Classical Geography	45

GRAMMAR.

Miller's A. and P. Grammar.....	40
Davies' English Grammar for Junior Classes.....	25
Morris' Eng. Gram. (Sci. Primers)..	30

HISTORY.

Collier's British History.....	50
“ Outlines of General History	75
Schmitz' Manual of Ancient History	1 00
Freeman's European History.....	1 00

MECHANICS.

Houghton's Manual of Mechanics..	1 00
Tomlinson's Rudimentary Mechan-ics	45
Cassell's Hand-Book of Natural and Experimental Philosophy.....	1 00
Cheriman's Elementary Mechanics	90
Hanblin Smith's Elementary Hy-drostatics	90
“ “ Elementary Statics.	90

PHYSIOLOGY.

Huxley's Lessons in Elementary Physiology.....	1 35
Foster's Physiology (Sci. Primers)..	30
Cutter's First Book on Anatomy, Physiology and Hygiene.....	50
Our Bodies, by E. A. Davidson...	30

PHYSICS.

Balfour Stewart's Lessons in Ele-mentary Physics.....	1 35
“ Physics (Sci. Primers)	30

MISCELLANEOUS.

Geikie's Geology (Science Primers)	30
Nicholson's Outlines of Natural History	45
Sefton's Three-Part-Songs.....	30
Ryerson's 1st Lessons in Agriculture	50
Whately's Lessons on Reasoning ..	45
Gray's How Plants Grow.....	1 00
Orr's Dominion Accountant.....	50

LATIN.

Harkness' Introductory Latin Book	70
“ Latin Reader.....	85
“ Latin Grammar.....	1 00
Smith's smaller Latin Grammar...	75
“ Principia Latina, Part I....	90
“ “ “ “ II....	90
“ “ “ “ III....	90
“ “ “ “ IV....	90
Arnold's First and Second Latin Book, revised by Spencer.....	1 25
“ First Latin Book.....	50
“ Second Latin Book.....	75
Bryce's First Latin Reader.....	60
“ Second Latin Reader.....	1 00
“ Latin Grammar.....	75
“ Element. Latin Grammar	30
Riddle's Latin Dictionary.....	75

GREEK.

Harkness' First Greek Book.....	1 00
Smith's Initia Græca.....	90
Curtius' smaller Greek Grammar..	90
Farrar's Greek Syntax	90
Liddell & Scott's Greek Lexicon ..	2 25

FRENCH.

Voltaire's History of Charles XII..	50
Horace, by Corneille.....	15
Spiers' and Surene's French and English Dictionary.....	1 7

Liberal discount to Students. Any work on this list sent free on receipt of price.

HART & RAWLINSON,

Educational Book Room, No. 5 King Street West, Toronto.

ESTABLISHED 1834.

ROWSELL & HUTCHISON

Have constantly for sale all of the Text Books used in the

UNIVERSITIES,

COLLEGES,

HIGH SCHOOLS, and

COMMON SCHOOLS,

As well as many that are used in Private Schools only.

ALSO,

COPY BOOKS, SCHOOL REQUISITES,

AND STATIONERY OF EVERY DESCRIPTION.

CATALOGUES CAN BE HAD ON APPLICATION.

ROWSELL & HUTCHISON,

Booksellers, Stationers, Printers, and Binders,

74 & 76 KING STREET EAST,

TORONTO.