

MINUTES
OF THE
TWENTY-NINTH ANNUAL CONVENTION
OF THE
ONTARIO TEACHERS' ASSOCIATION

HELD IN THE
PAVILION OF THE QUEEN'S ROYAL HOTEL,
NIAGARA-ON-THE-LAKE,

AUGUST 13th, 14th and 15th, 1889.



Toronto:
HILL AND WEIR, PRINTERS, 15-19 TEMPERANCE ST.
1889.

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OFFICERS, 1888-1889.

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Recording Secretary :

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Corresponding Secretary :

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MINUTES
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TWENTY-NINTH ANNUAL CONVENTION
OF THE
ONTARIO TEACHERS' ASSOCIATION,

*Held at Niagara-on-the-Lake on Tuesday, Wednesday, and Thursday,
August 13th, 14th and 15th, 1889.*

TUESDAY, August 13th, 1889.

The Convention met in the Pavilion of the Niagara Assembly at 11.15 a.m.

The President Mr. Robert McQueen in the chair.

The President opened the Convention by reading a portion of Scripture, and leading in prayer.

On motion of Mr. Doan, seconded by Mr. Scarlett, Mr. A. Campbell was appointed Minute Secretary.

On motion to that effect, the Minutes of the last meeting of the Association, having been printed and distributed, were considered as read and approved.

The Secretary read a communication from Mr. J. Houston expressing regret that circumstances prevented him from preparing a paper on Industrial Training in Schools.

Mr. Hendry, Treasurer of the Association, read the Financial Report, which on motion was received and referred to a Committee to be named by the President.

The President appointed the following Committee: Messrs. Barnes, Powell and Birchard.

Moved by Mr. Wood, seconded by Mr. Birchard,—That the Convention meet each day at 2 p.m., and adjourn at 5.30 p.m., meet again at 7.30 p.m., and adjourn at 10 p.m. Carried.

The Convention then adjourned.

AFTERNOON SESSION.

The Convention assembled at 2 p.m.

Mr. McQueen, President, in the chair.

The President in a few well-chosen words thanked the Association for the honor conferred on him in electing him to preside.

In the absence of Mr. Hunter who was appointed to read a paper on "The Advisability of holding but one High School Entrance Examination" each year, it was decided on motion to discuss the subject. The following gentlemen took part in the discussion: Messrs. Woods, Dearness, Harvie, Lent, Mackintosh, Doig, Ayeart, Birchard, Stewart, Dunn, Frampton, Woodworth, Waugh, Tom, Powell, McHenry, Davis, Fotheringham, McKenzie, and Bright.

Moved by Mr. D. Fotheringham, seconded by Mr. J. Tom,—That whilst two Entrance Examinations a year may interfere to some extent with the efficient working of some High Schools, yet in the interests of the Public Schools to which these fill the double place of a promotion test, and also a graduating standard, it is not desirable to discontinue the opportunity of this valuable test of attainments. Lost.

Moved in amendment by Mr. Woods, seconded by Mr. Ayeart,—That in the opinion of this Association, it is advisable that only one examination for entrance into our High Schools and Collegiate Institutes should be held annually. Carried.

Mr. J. H. Smith gave notice of the following motion,—Resolved, that in the event of the Entrance Examinations being held only once a year becoming law, it is very desirable that such examinations be held at or near the Easter vacation.

Mr. William Houston, M.A., addressed the Convention on the subject of Teaching History.

Moved by Mr. Scarlett, seconded by Mr. Barnes,—That the thanks of this Association be tendered Mr. Houston for his valuable address. Carried.

The discussion on Mr. Houston's address was taken part in by Messrs. Woods, Chapman, Harvie, Birchard, Tom, Alexander, Mackintosh, Campbell, Brebner, Smith.

Moved by Mr. Ramage, seconded by Mr. Powell,—That History be retained on Entrance Examinations, but that a special period or periods be selected for more critical study. Carried.

Moved in amendment by Mr. Alexander, seconded by Mr. Lent,—That History be not retained on the Entrance Examination. Lost.

The Auditing Committee reported.

The Report was received and adopted.

Moved by Mr. Doan, seconded by Mr. Barnes,—That Messrs. Atkin, Steward and Willis be appointed a Committee to collate the items given by the Reports of the Delegates to this meeting. Carried.

Mr. R. H. Cowley gave notice of motion in regard to the adoption of a system of representation.

Mr. H. H. Burgess gave notice that he would introduce a motion in reference to the preparation of the programme.

The Convention adjourned.

EVENING SESSION.

The Convention was called to order at 8 p.m.

The President in the chair.

The Secretary read the Minutes of the morning and afternoon sessions which were confirmed.

The President then read the Annual Address.

Moved by Mr. Alexander, seconded by Mr. Chapman,—That a cordial vote of thanks be tendered Mr. McQueen for his valuable address. Carried.

Mr. Fotheringham suggested that a Committee be appointed to draft an appropriate resolution in reference to the sad bereavement of a former President of this Association.

Professor S. H. Clark gave an analytic reading of "Edinboro' after Flodden." He then read the selection by request.

Moved by Mr. Doan, seconded by Mr. McIntosh,—That the hearty thanks of this Association be tendered Prof. Clark for his excellent address, and for his reading. Carried.

The motion was supported by Messrs. Embree, Woods, Rannie, and Dearness.

The Convention adjourned.

WEDNESDAY—AFTERNOON SESSION.

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

The President in the chair.

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

Mr. J. H. Smith read a paper on Advanced English Schools in Rural Districts.

Mr. Wm. Scott, B.A., read a paper on The proper functions of a Normal School.

On motion to that effect, Messrs. Patterson, and Des Barres addressed the Convention on behalf of the Committee on the Prof. Young Memorial Fund.

Moved by Mr. Fotheringham, seconded by Mr. J. H. Smith,—That this Association contribute one hundred dollars to the Young Memorial Fund. Carried.

Moved in amendment by Mr. Barber, seconded by Mr. Alexander,—That the sum be fifty dollars. Lost.

Miss E. Bolton gave an address on Kindergarten Schools in Ontario, and illustrated her address by a skilful handling of the gifts.

Moved by Mr. Chapman, seconded by Mr. Birchard,—That the thanks of the Association be tendered Miss Bolton for her valuable address. Carried.

Moved by Mr. R. H. Cowley, and seconded by Mr. Mackintosh,—That each local association be entitled to send one delegate for every fifty members or fraction thereof to this Association, and that any five delegates may demand a strictly delegate vote upon any question that has been submitted by the executive of this Association to the local associations. Carried.

The Convention adjourned.

EVENING SESSION.

Convention was called to order at 7.40 p.m.

The President in the chair.

The Minutes of the two former sessions were read and confirmed.

Moved by Mr. Birchard, seconded by Mr. Reazon,—That the thanks of the Association be tendered Mr. Scott for his valuable paper. Carried.

Mr. Wm. Houston, M.A., gave an address on Industrial Training in Schools.

Prof. J. C. Freeman, Wisconsin University, delivered a lecture on "The Wonderland of the Yellowstone."

Moved by Mr. Houston, seconded by Mr. Woods,—That a hearty vote of thanks both from the Association and the general public be given Prof. Freeman for his excellent lecture. Carried.

The Convention adjourned.

THURSDAY AFTERNOON.

The Convention was called to order at 2 p.m.

The President in the chair.

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

The Minutes of the evening session were read and approved.

The Secretary read the following Report :—

AUGUST 15th, 1889.

The Board of Directors beg to report :—

1. That the following be the office bearers for the ensuing year.

<i>President</i>	D. C. MCHENRY,	Cobourg.
<i>Recording Secretary</i>	R. W. DOAN,	Toronto.
<i>Corresponding Secretary</i>	J. H. SMITH,	Ancaster.
<i>Treasurer</i>	W. J. HENDRY,	Toronto.

2. That, with sincere, deep and universal regret, the Members of this Association have learned of the recent bereavement of Mr. Archibald McMurchy, M.A., Principal of the Toronto Collegiate Institute, a former president and an efficient officer of the Ontario Teachers' Association, in the sudden death of his accomplished, benovolent and devoted wife ; and that in convention assembled we beg to tender to Mr. McMurchy and family our heartfelt sympathy, and that the Secretary transmit a copy of this resolution accordingly.

3. That we have heard with deep regret of the death of Mrs. Millar, the beloved wife of Mr. John Millar, of the Collegiate Institute, St. Thomas, and a prominent officer of the Association in the past, and closely identified with it for many years, and we hereby tender him and his bereaved family our sincere and heartfelt sympathy in their affliction.

And we further request the Secretary to transmit to Mr. Millar a copy of this resolution.

All of which is respectfully submitted.

Moved by Mr. Fotheringham, seconded by Mr. Rannie.—That the Report of the Executive Committee be received and adopted.

Moved in amendment by Mr. Craig, seconded by Mr. Robinson, —That the report of the Executive Committee be amended by striking out the name of Mr. McHenry, and substituting the name of Mr. Woods for President. The amendment was carried.

The report of the Committee as amended was adopted on motion of Mr. Mackintosh, seconded by Mr. Barnes.

Moved by Mr. Birchard, seconded by Mr. Powell,—That this Association expresses its appreciation of the kindness of the Canadian Chautauqua Assembly in placing their grounds at the disposal of the Association for the purpose of holding the Annual Meeting, for securing reduced rates of travel for its members, and for good Hotel accommodation at reasonable rates, and for the facilities they have provided for making the meetings of the Association as agreeable and pleasant as possible. Carried.

Moved by Mr. H. H. Burgess, seconded by Mr. R. H. Cowley,—That the question of preparing the programme of this Association and submitting it at an early date in each year to the local associations for their consideration be referred to the Board of Directors. Carried.

Moved by Mr. Embree, seconded by Mr. Ramage,—That the Board of Directors be requested to consider the advisability of prolonging the convention of the Teachers' Association next year, should it be decided to meet at Niagara-on-the-Lake. Carried.

Moved by Mr. Dearness, seconded by Mr. Embree,—That the fixing of the time and place of the next Annual Meeting of this Association be referred with power to the Executive Committee with the recommendation that the meeting be held at this place (Niagara) providing suitable arrangements can be made. Carried.

Report of Committee on Election of Officers.

Your Committee appointed at the last meeting of the Association to consider the mode of electing the officers of this Association beg to report as follows: That the election of the officers of this Association be conducted by ballot without nomination.

The Committee further recommends that the name receiving the lowest number of votes at any ballot together with any names that have not received twenty per cent of the votes cast be dropped at the subsequent ballot and so on until one of the candidates receive a majority of the votes cast.

Moved by Mr. J. H. Smith, seconded by Mr. Embree,—That the report be received and adopted.

Moved in amendment by Mr. Fotheringham, seconded by Mr. Doan,—That the report be received, and laid over to be taken up at the first session of the next Annual Meeting. The amendment was carried.

The Hon. The Minister of Education addressed the Convention.

Mr. W. A. Douglas, B.A., delivered a lecture on Economics.

Moved by Mr. Tilley, seconded by Mr. Scarlett,—That the thanks of the Association be given to Mr. Douglas, for his valuable lecture. Carried.

Rev. Principal Grant addressed the Convention.

Moved by Mr. Fotheringham, seconded by Mr. Alexander,—That the report on the Professional Training of Teachers be laid over until next Annual Meeting. Carried.

Mr. Woods reported that the Committee on Additional Normal Schools had not prepared any report.

The Committee was discharged.

Moved and seconded that the thanks of this Association be given the representatives of the Toronto Daily Press for reports of the business transacted. Carried.

Moved by Mr. Woods, seconded by Mr. J. H. Smith,—That the thanks of this meeting be given the retiring President for the able and satisfactory manner in which he discharged his duties. Carried.
After singing the National Anthem the Convention adjourned.

MINUTES OF THE PUBLIC SCHOOL SECTION OF THE
ONTARIO TEACHERS' ASSOCIATION.

August 13th, 1889.

The first meeting of the Public School Section of the Ontario Teachers' Association was held in the Pavilion of the Niagara Assembly, Niagara-on-the-Lake on the above date, beginning at 11.45 a.m.

In the absence of Mr. J. A. Brown, Chairman of the Section, Mr. Robert McQueen, of Kirkwall, presided.

On motion of Mr. W. J. Hendry, seconded by Mr. F. C. Powell, it was resolved, that as the Minutes of the Section have been printed and distributed, they be considered as read.

Mr. Powell moved, and Mr. Stewart seconded,—That the meetings of the Section be from 9 a.m. to 12 o'clock noon of each day. Motion carried.

Mr. Powell gave notice that he would move for a committee to consider the advisability of placing the Entrance Examinations in the hands of the Public School Teachers.

Mr. W. F. Chapman gave notice of motion to appoint a Committee to consider the personnel of the Sub-Examiners.

Adjourned at 12.15 p.m.

SECOND DAY.

Wednesday, August 14th, 1889.

The Section met in the Amphitheatre in the grounds of the Niagara Assembly, at 9.15 a.m. Mr. J. A. Brown, Chairman.

The meeting was opened with devotional exercises by Mr. Robert McQueen.

The Minutes of the previous meeting were read and confirmed.

Mr. R. Alexander moved, and Mr. Willis seconded,—That the Chairman appoint a member to confer with the Inspectors' and

High School Masters' Sections as to the advisability of having the Public School Teachers present, when topics *one* and *four* of Inspectors' Programme and topic *four* of High School Section are discussed. Motion carried.

In accordance with this resolution, Mr. Robt. Alexander was appointed to confer with the Sections concerned.

Mr. Wood, of London, was heard concerning the granting of some amount to the "Young" Memorial Fund. It was informally agreed to support the granting of fifty dollars for said purpose.

Mr. Alexander, reported that the Inspectors wished to have a joint meeting, and also desired the Public School Teachers to take part in the discussion of the topics referred to, said discussion to take place to-morrow, Thursday.

Mr. F. C. Powell moved, and Mr. Willis seconded,—That a Committee be appointed to consider the advisability of asking the Minister of Education to place the reading of High School Entrance papers in the hands of Public School Teachers and report to-morrow. Motion carried.

Messrs. Powell, R. Alexander, C. S. Falconer, Johnston and Lent were appointed a Committee.

Mr. W. F. Chapman moved, and Mr. Doig seconded,—That a Committee be appointed to consider the personnel of Sub-Examiners in Ontario and report to-morrow.

The motion was declared carried after being discussed by Messrs. Chapman, Doig, Barber, McMaster and Burgess.

The following notices of motion were given:—

1. By Mr. G. W. Sine, and seconded by Mr. Geo. E. Sneath,—That the Department of Education be asked to change the regulation affecting Entrance Examinations as regards marks for neatness: that such marks now given as a special subject be given as bonus marks.

2. By Mr. A. Barber, to appoint a Committee to consider the qualifications of County Boards of Examiners.

Messrs. Doan, Harvey, Alexander, Bowerman and Ayeart were appointed a Committee to confer with a similar Committee from the Inspectors' Section to provide a way so that the work of the two Sections may be taken up together.

Mr. R. K. Row, of Kingston, addressed the Section on "the Development of Character by the ordinary School Exercises."

Messrs. Alexander, Falconer, Mackenzie, Harvey, Sneath and others discussed the subject, after which Mr. Doan moved and Mr. Stewart seconded a motion, that a hearty vote of thanks of this Section be tendered to Mr. Row for his excellent address, and that the Executive be requested to have the address printed in the Minutes. Motion carried.

Section adjourned at 12 o'clock.

Thursday, August 15th, 1889.

Public School Section met in the Amphitheatre at 9 a.m. Mr. J. A. Brown, Chairman of Section presiding.

Mr. Bowerman, of Napanee, opened the meeting with devotional exercises.

The Minutes of the previous session were read and confirmed.

The Committee appointed to confer with the Public School Inspectors reported:—

1. That the forenoon of the second day be, so far as the Public School Teachers' and Public School Inspectors' Sections are concerned, devoted to a joint meeting of these sections for the discussion of subjects of common interest.

2. That the Legislative Committee of the two Sections be considered as one Committee, and be instructed to act as such in matters common to both.

Mr. Doan moved, and Mr. Ayearst seconded the adoption of the report. Carried.

The Committee on the personnel of the Sub-Examiners reported:—

1. That the examination of candidates for 2nd and 3rd Class Certificates is of very great interest to all classes of educators in Ontario; and whereas the Sub-Examiners have so largely to do with the fair and satisfactory examination of such candidates, therefore the Public School Section of the Ontario Teachers' Association recommend:—

(a) That the sub-examiners be chosen equitably from the Public School Inspectors, the Public School Teachers, and the High School Masters of Ontario.

(b) That as regards Public School Teachers the qualification of eligibility for sub-examiner be the holding of a First Class Provincial Certificate.

(c) That no person should be a Sub-examiner who is not actively connected with the profession of teaching.

It is also resolved that a copy of these recommendations be respectfully placed before the Hon. the Minister of Education for his consideration.

W. F. CHAPMAN, ALBERT BARBER, H. H. BURGESS, W. M. DOIG, M. P. McMASTER,	}	Committee.
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Mr. W. F. Chapman moved the adoption of the report which was seconded by Mr. Powell. Motion carried.

The special report of the Legislative Committee of the Provincial Teachers' Association on the Superannuation Fund was presented as follows :—

Your Committee begs leave to report that it has carefully considered the Act of 1885, regarding Teachers' Superannuation and finds its chief provisions to be as follows :—

(a) Those on the fund are :—Every teacher and Inspector contributing to the fund at the time of the passing of the Act of 1885. The time for the payment of arrears was extended till July 1886; these arrears at \$5 per annum and extending back to 1854 inclusive. Teachers who had ceased to be engaged in the profession as teachers prior to 1871, and had not heretofore contributed to the fund were excluded from participating in the fund.

(b) The annual contribution to the fund is four dollars, but contributing to the fund is optional. Any teacher wishing to remove his name from the list of contributors, or any teacher retiring from the profession is entitled to receive from the Minister of Education, one-half of all sums paid by him or her to the fund. On the death of a contributor to the fund his heir is entitled to the full amount paid in to the fund by such contributor with interest at the rate of 7% per annum.

(c) The retiring allowance is \$6.00 per annum, for every year of service in Ontario, but holders of a First or Second Class Provincial Certificate or First Class County Board or Head Master's Certificate are entitled to receive a further allowance of \$1.00 per annum for every year of service while holding such certificate or while he acted as Head Master of a High School. The retiring allowance ceases at the close of the year of the death of the recipient.

(d) Any contributor to the fund may superannuate at the age of 60. In order to superannuate before that age a medical certificate must be furnished showing that the applicant is disabled from practising his profession. Proof of disability must be furnished annually.

(e) If a pensioned teacher should, with the consent of the Department, resume his profession, his allowance ceases while he is so engaged and on his again superannuating, the additional time of service will be allowed. Should a pensioned teacher resume his profession and continue to draw his allowance or any part of it, he forfeits all claim to the fund, and his name shall be struck off the list of superannuated teachers.

Your Committee examined the blank forms used when seeking superannuation. These are three in number and are submitted with this report being marked as exhibits a, b, and c, (a) Application. (b) Declaration of Applicant. (c) Medical Certificate. Nothing objectionable was found in these with the exception of one clause. The applicant declares that ill-health prevents his continuing to earn a livelihood by teaching or in any other employment or occupa-

tion; and your Committee was assured that the words "or in any other employment or occupation" might be struck out without affecting the application.

While your Committee cannot report the particulars of refused claims, it had the assurance of the Chief Clerk of the Superannuation Department, Mr. Paull (whose courtesy and willingness to give information are worthy of record) that no interpretation of the law is made to the disadvantage of the teacher, but rather to his advantage.

All of which is respectfully submitted.

R. W. DOAN,
W. F. CHAPMAN, } Committee.

Mr. Chapman moved, and Mr. Doan seconded the adoption of the Report. Carried.

Mr. Alexander moved, and Mr. Harvey seconded,—That the thanks of this Section be tendered to the Committee for the pains it has taken to secure the information; also that the report be printed in the minutes of the Section. Carried.

The Committee appointed to consider the subject of Entrance Examiners reported:—

I. That in the opinion of this Committee, there should be for the Entrance Examination a Board of Examiners for each County or group of Counties; said Boards to consist of Inspectors, High and Public School Teachers, there being at least as many Public as High School teachers on the Examining Boards.

II. That no person should be appointed presiding examiner who is not actually engaged in the profession as Teacher or Inspector.

Mr. Alexander moved, and Mr. Powell seconded the adoption of the report. Motion carried.

The Committee appointed to consider the composition and qualifications of the County Boards of Examiners reported:—

Whereas in many instances persons are appointed on County Boards of Examiners who are not active members of the teaching profession, your Committee recommend that in order to secure the highest state of efficiency and to preserve a proper recognition of teachers' rights.

(1) No person should have a position on such Boards except those actually engaged in the profession.

(2) That the Executive of the Association be asked to ascertain definitely the composition of the several County Boards throughout the province and report at the next meeting of the Association.

A. BARBER,
R. K. ROW,
R. H. COWLEY, } Committee.
J. BOWERMAN,
J. D. HOGARTH,

The report was finally adopted on motion of Mr. Barber, seconded by Mr. Bowerman, after being discussed by Messrs. Barber, Bowerman, Cowley, Row and Hogarth.

Mr. G. W. Sine moved, and Mr. Geo. E. Sneath seconded :—

That the Department of Education be asked to change the Regulation affecting Entrance Examinations as regards marks for neatness : that such marks now given as a special subject be given as bonus marks. Motion lost.

The Committee on Public School studies reported progress and was discharged.

Mr. F. C. Powell read an essay on Promotion Examinations. He reviewed the different methods of dealing with this question and pointed out the good points and the defects of the systems at present in use.

A sharp discussion followed by Messrs. Lent, Woodworth, Doig, Ayeart, Burgess and Ramage.

Mr. McCarter moved, and Mr. Falconer seconded a motion, presenting a vote of thanks to Mr. Powell for his able essay. Carried.

The following officers were elected :—

<i>Chairman</i>	R. H. COWLEY	Ottawa.
<i>Secretary</i>	WM. RANNIE	Newmarket.
<i>Directors</i>	{ ROBT. ALEXANDER	Galt.
	{ W. F. CHAPMAN	Toronto.
	{ ALBERT BARBER	Cobourg.
	{ F. C. POWELL	Kincardine.
	{ D. C. MCHENRY, M.A. ...	Cobourg.
<i>Legislative Committee</i> ...	{ R. W. DOAN	Toronto.
	{ W. J. HENDRY	"
	{ W. F. CHAPMAN	"

Mr. Doan moved, and Mr. F. C. Powell seconded :

That a hearty vote of thanks be presented to the Managers of the Niagara Assembly for the use of their buildings, for their courtesy, and for the care taken to make the various meetings pleasant and agreeable, also

That the Executive Committee of the Association be requested to hold the Annual Meeting in the same place next year if suitable arrangements can be made. Motion carried unanimously.

Section then adjourned.

J. A. BROWN,
Chairman.

WM. RANNIE,
Secretary.

HIGH SCHOOL SECTION.

NIAGARA-ON-THE-LAKE, 13th August, 1889.

The High School Section was organized on the above date at 11-30 a.m. after the organization of the General Association, the Chairman of the Section, Samuel Woods, M.A., Principal of the London Coll. Inst. in the chair, I. J. Birchard, Ph.D., of Brantford, Secretary.

Moved by Mr. Waugh, seconded by Mr. Smith,—That the Section meet on Wednesday morning at 10 a.m.

The Section then adjourned.

WEDNESDAY, 14th August, 1889.

The Section was called to order at 10-15 a.m., Mr. Woods in the chair.

The Chairman intimated that the Minister of Education was desirous of learning the opinion of the High School teachers, regarding the desirability of establishing a leaving examination for the Students of High Schools, that if the Section so desired he would explain the details of the plan which he had in mind. The question was then discussed by Messrs. Embree, Waugh, Hunter, Houston, Wright and Birchard.

Moved by Mr. Embree, seconded by Mr. McIntyre,—That in the opinion of this Section it is desirable in the interests of High School Education in this Province, that High School Leaving Examinations be established by and under the control of the Education Department, and that these examinations be known as the Primary, Junior and Senior High School Examinations. Carried.

At the request of the Chairman, Mr. Embree gave a report of the meetings held by the Head Masters in Toronto during the time they were engaged in reading the examination papers.

Moved by Mr. Waugh, seconded by Mr. Hunter,—That a Committee be appointed to prepare a resolution in connection with Mr. Embree's report. Carried.

The Committee appointed consisted of the Chairman, Secretary and Mr. Embree.

Moved by Mr. Briden, seconded by Mr. Smith,—That the Minister of Education be invited to attend the meeting of the Section to-morrow (the 15th August), at 10 a.m., to explain the details of the proposed Leaving Examination. Carried.

The Section then adjourned to meet at 9 a.m. Thursday morning.

THURSDAY, August 15th, 1889.

MORNING SESSION.

The Section was called to order at 9-30 a.m.

Mr. Woods in the chair.

The minutes of previous sessions were read and approved.

By resolution of the Section, the Election of Officers which should properly constitute the first regular order of business was deferred till a later period in the Session.

The Chairman then gave a short address upon the "Tendencies of the High School Programme on the Education of the Country."

At 10 a.m. the Minister of Education entered the room, according to previous invitation, for the purpose of explaining the general features of the proposed system of examinations.

The Minister gave a very clear and practical exposition of the whole question, after which the subject was discussed at length by the members of the Section. A cordial vote of thanks was tendered the Minister for the information he had so courteously given.

ELECTION OF OFFICERS.

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

H. B SPOTTON, M.A.	Barrie.....	<i>Chairman.</i>
I. J. BIRCHARD, PH.D.	Brantford.....	<i>Secretary.</i>
R. A. GRAY, B.A.	London.....	} <i>Directors.</i>
J. DAVISON, B.A.	Guelph.....	
E. J. MCINTYRE, B.A.	St. Catharines .	
C. FESSENDEN, M.A.	Napanee.....	

The Section then adjourned to meet at 1-30 p.m.

AFTERNOON SESSION.

The Section was called to order at 1-40 p.m.

Mr. Woods in the chair.

The minutes of the morning session were read and approved.

Moved by A. H. Smith, seconded by J. M. Hunter,—That having heard the explanations of Messrs. Embree and Spotton, regarding the late action of the Head Masters at Toronto, we think it desirable that the Committee appointed to bring in a resolution regarding the matter, withdraw the resolution presented and that no further reference to this matter appear on our minutes, and that Mr. Spotton, as Chairman of this Section, be requested to bring this matter before the Masters in case of any like meetings in future. Carried unanimously.

Moved by J. B. Wilson, B.A., seconded by Jno. Waugh, B.A., that—

Whereas, Messrs. Dr. Knight and A. P. McGregor, M.A., were by the Council of Queen's University, appointed Delegates to confer with the High School Masters' Section of the Ontario Teachers' Association at Niagara regarding the establishment of a uniform Matriculation Examination for Ontario, and that—

Whereas, at their request the Chairman and Secretary of said High School Section assumed the responsibility of changing their programme in order to give the appointed Delegates time to address the Section, and—

Whereas, these gentlemen failed to appear before the High School Section now met at Niagara, this Section regret their action and consider it somewhat discourteous to this Section, and hereby authorise the Secretary to transmit a copy of this resolution to the Secretary of the Council of Queen's University. Carried unanimously.

The thanks of the Section were then presented to Mr. Woods for the satisfactory manner in which he had presided.

The Section then adjourned.

I. J. BIRCHARD,
Secretary.

PUBLIC SCHOOL INSPECTORS' SECTION.

CHAUTAQUA PAVILION,
NIAGARA ON-THE-LAKE, August 13th, 1889. }

The Inspectors' Section met in one of the Assembly Rooms of the above Institution at 11 a.m. Mr. Fotheringham, President, in the chair. Present, Messrs. Wm. McIntosh, Madoc; C. A. Barnes, London; N. Gordon, Orangeville; E. Scarlett, Cobourg; John E. Tom, Goderich; David Fotheringham, Toronto; A. Campbell, Kincardine; David Clapp, Harriston; John Brebner, Sarnia; John Johnston, Belleville; and John Dearness, London.

After the discussion of some preliminary business of importance to Inspectors, which had been introduced by Mr. Mackintosh, the meeting was addressed by Mr. S. Wood, from the High School Masters' Section, in reference to the granting of a sum of money towards the erection of a suitable memorial to the late Professor Young of University College, Toronto. It was unanimously resolved that the Section approves of a grant of \$100 from the funds of the Association to the Young Memorial Fund.

The meeting adjourned to meet on Wednesday morning at nine o'clock.

AUGUST 14th, 1889.

The Inspectors' Section met at 9 a.m. Present, Messrs. Fotheringham, S. A. Barnes, N. Gordon, J. E. Tom, Wm. Mackintosh, Jas. Knight, Henry Reazin, W. E. Tilley, John Brebner, J. J. Craig, A. Campbell, E. Scarlett, David Clapp, W. Atkin, John Johnston, Allan Embury, and Joseph H. Smith.

In accordance with wish of the Public School Teachers' Section, expressed by Mr. Alexander, it was unanimously resolved that the two sections should meet together when subjects of interest to both Public School Teachers and Public School Inspectors were to be discussed in either Section.

A Committee was appointed to devise means by which the two Sections may have frequent meetings in common, and to meet with any Committee appointed by the Public School Teachers' Section for a similar purpose.

A general discussion took place on the manner in which the recent departmental examinations had been conducted.

The following motion was proposed and unanimously carried.

Resolved.—That a strong remonstrance is hereby presented to the Minister of Education against the treatment accorded to Public School Teachers and Inspectors in the management of the recent departmental examinations, both in the number of appointments and in the nature of the work assigned, and that the Minister be respectfully requested to appoint annually as examiners an equitable number of Public School Teachers and Inspectors, and that they be fairly treated in the distribution of the work.

Mr. Mackintosh introduced a discussion on the extension of Third Class Certificates which was continued by Messrs. Barnes, Atkin, Brebner, Scarlett, Tom, Knight, and Reazin, each giving his experience in reference to his mode of dealing with the extension and renewal of such certificates in his Inspectorate.

A continuance of the present regulations was recommended.

The reporting to Trustees was next taken up by Mr. Fotheringham. The general opinion seemed to be that the proper time to call the attention of the Trustees to the state of the outbuildings was in the spring of the year, and that the duty of having these buildings kept in a neat and clean condition should be strongly urged upon Trustees.

Mr. Dearness introduced the subject of General and Daily Registers. He advised that the Daily Register should be left with the Secretary of the School Board; that the Annual and Semi-Annual reports be detached from the Register and sent to the Inspector, and that a simpler form of General Register should be prepared.

This subject was very fully discussed by Messrs. Clapp, Knight, Barnes, Mackintosh, Tilley, and Tom.

A Committee was appointed to provide a simpler and more suitable form of General Register for the Public Schools.

A general discussion took place in reference to Uniform Promotion Examinations in the Public Schools.

This matter was very fully entered into by Messrs. Tilley, Mackintosh, Fotheringham, Barnes, Clapp, Scarlett, Brebner, Tom, Dearness, and Craig, showing the manner in which these examinations were conducted in their respective counties.

The meeting then adjourned to meet on Thursday at 8.30 a.m.

AUGUST 15th, 1889.

The meeting met pursuant to adjournment at 8.30 a. m. Mr. Fotheringham in the chair. Present, Messrs. Smith, Craig, Embury, McIntosh, Atkin, Barnes, Tilley, Scarlett, Knight, Reazin, and Campbell.

The joint Committees of the P. S. T. and P. S. I. Sections presented the following report.

Resolved.—1st. That the forenoon of the second day, so far as the Public School Teachers' and Public School Inspectors' Sections are concerned, be devoted to a joint meeting of these Sections for the discussion of subjects of common interest.

2nd. That the Legislative Committee of these Sections be considered as one Committee, and be instructed to act jointly as such.

It was moved, seconded and carried that the report be adopted.

The Chairman and Secretary of the Sections were empowered to call a special meeting of the Inspectors at Toronto early in the year, if after communicating with Inspectors they should deem such meeting advisable.

The Committee appointed to consider the question of Entrance Examinations throughout the Province recommended that the regulations bearing on these examinations remain as at present.

The report was adopted.

A form of General Register for Public Schools presented by Mr. Dearness was adopted, and he and others were requested to bring the matter before the Minister of Education.

The following resolution was adopted:—

Whereas the public are apparently laboring under a wrong impression concerning the position occupied by the High School Examination, now known as Teachers' Non-professional Second and Third Class Examinations.

Whereas the second Non-professional Examination is now accepted as Matriculation Examination in part for admission to University work, and the Medical and Legal professions; and

Whereas persons who have passed one or other of these examinations place themselves as teachers before the public, and sometimes impose upon School Boards :

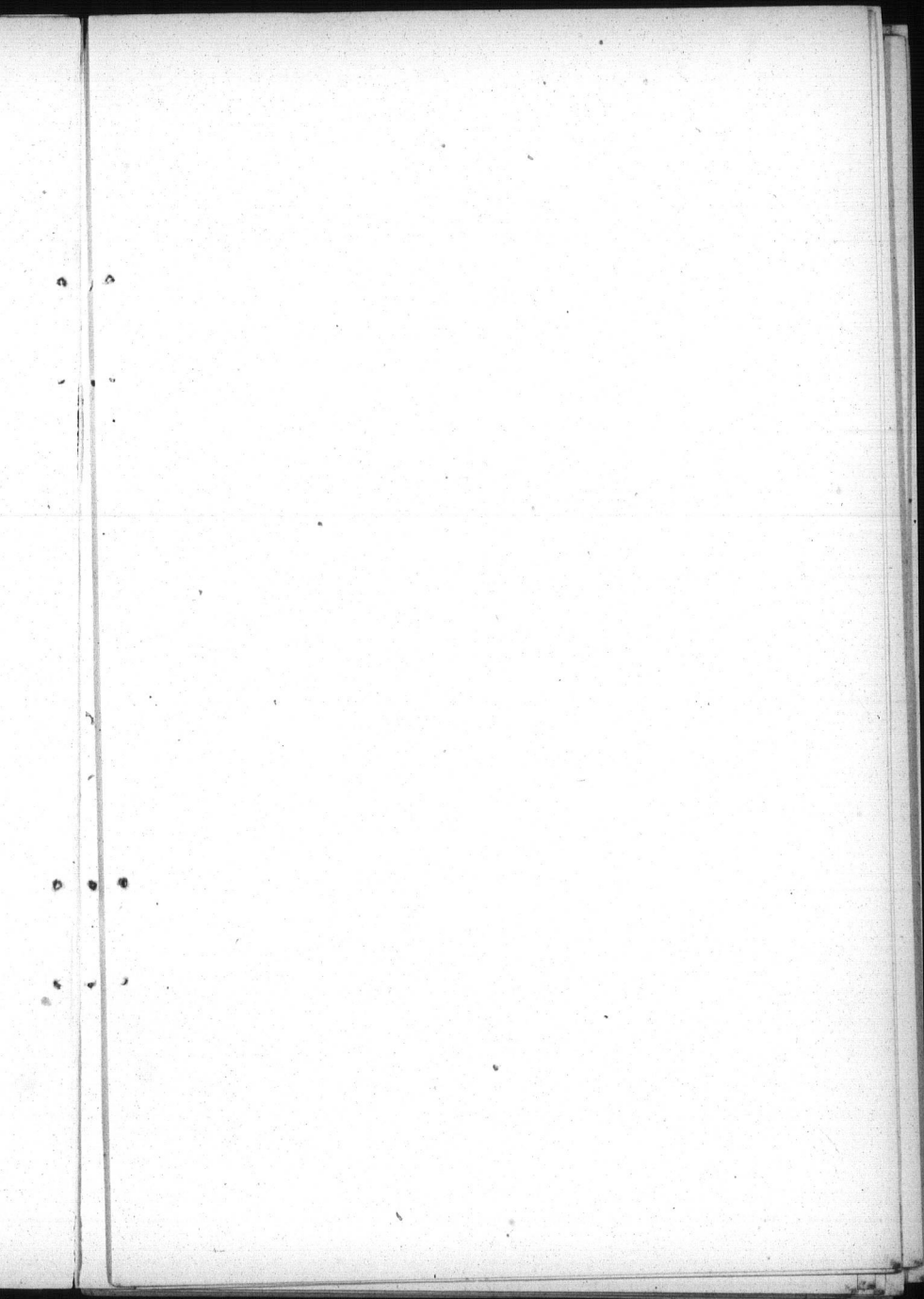
Therefore be it resolved that the name be changed from the Teachers' Non-professional Examination to some other that may more clearly indicate its nature, and place the successful candidates in a proper light before the public.

The following officers were elected for 1889-90.

Chairman.....	JNO. JOHNSTON,.....	Belleville.
Secretary.....	J. J. CRAIG,.....	Fergus.
Directors.....	{ JNO. BREBNER,.....	Sarnia.
	{ ALLAN EMBURY,.....	Brampton.
	{ W. ATKIN,.....	St. Thomas.
	{ N. GORDON,.....	Orangeville.
Legislative Committee..	{ R. K. ROW,.....	Kingston.
	{ W. E. TILLEY,.....	Bowmanville.
	{ DAVID FOTHERINGHAM,....	Toronto.
	{ JOSEPH H. SMITH,.....	Ancaster.

The meeting then adjourned *sine die*.

(Signed), JNO. JOHNSTON,
Secretary.



REPORTS OF DELEGATES.

NAMES OF ASSOCIATION.	Meetings in the year.	No. of members.	Average Attendance.	Fees.		No. of Volumes in Library.	NAME OF PRESIDENT.	NAME OF SECRETARY.	POST OFFICE.	DELEGATES.
				\$	c					
Carlton.....	$\frac{1}{2}$ yearly.	135	95				James Argue.....	B. F. Bolton.....	Cummings Bridge	B. F. Bolton.
Dufferin	yearly.	102	97	0	25	532	David Stewart...	Mr. Bouts.....	Orangeville.....	David Stewart. J. A. Harvey. W. Atkin.
Elgin.....	$\frac{1}{2}$ yearly.	175	160			420	J. A. Harvey.....	W. E. Rose.....	Shedden.....	
Grey, East.....	$\frac{1}{2}$ yearly.	70	60	0	50		H. H. Burgess.....	A. Grier.....	Thornbury.....	H. H. Burgess.
Grey, West.....	$\frac{1}{2}$ yearly.	80	80	0	50	123	W. A. Ferguson...	Jas. H. Packham.	Owen Sound.....	W. A. Ferguson.
Hastings, South.	$\frac{1}{2}$ yearly.	123	120	0	25	50	John Johnson.....	S. A. Gardiner...	Belleville.....	David Banagar. S. A. Gardiner.
Hastings, North.	$\frac{1}{2}$ yearly.	85	65	0	25	300	W. McIntosh.....	D. Marshall.....	Madoc.....	G. W. Sine.
Halton.....	$\frac{1}{2}$ yearly.	90	56	0	50	400	Henry Husband.	R. E. Harrison...	Georgetown.....	R. Coates. R. E. Harrison.
Huron, West.....	$\frac{1}{2}$ yearly.	95	80	0	25		John E. Tom.....	G. W. Holman...	Elmville.....	W. H. Johnson.
Huron, North.....	$\frac{1}{2}$ yearly.	80	80	0	25		W. H. Stewart...	A. H. Plumber...	Clinton.....	Wm. Doig.
Haliburton.....	$\frac{1}{2}$ yearly.	45	32			200	Wm. Leith.....	H. W. Brooks...	Minden.....	J. C. S. Eggleton. J. hos. C. Robson.
Kent, West.....	$\frac{1}{2}$ yearly.	125	100	0	50	100	John McLaughlin	Miss E. Abram...	Chatham.....	J. A. Aycarst.
Lanark.....	yearly.	180	150	0	50	200	M. Jaques.....	W. Lockhead...	Perth.....	John McCarter.

Treasurer's Statement.—Ontario Teachers' Association, 1888-9.

RECEIPTS.

Balance from last Statement.....	\$499 03
Members' Fees.....	58 00
Government Grant.....	200 00
Interest on Deposit.....	11 60
Sale of Minutes.....	75 20
Advertisements in Minutes.....	17 00
	<hr/>
	\$860 83

EXPENDITURES.

Convention of 1888 Expenses.....	\$ 44 50
Publishing Minutes.....	141 65
Printing Circulars &c.....	7 00
Stationery and Postage.....	12 52
Executive Committee R. R. Fares attending the November Meeting.....	66 20
Ryerson Memorial Fund.....	100 00
Salary of the Secretary.....	50 00
" Treasurer.....	10 00
Balance.....	428 96
	<hr/>
	\$860 83

MINUTES.

R. W. DOAN, *Secretary*.

NIAGARA-ON-THE-LAKE, August 13th, 1889

Audited and found correct.

W. J. HENDRY, *Treasurer*.

CHAS. A. BARNES,
I. J. BIRCHARD, } *Auditors*.
F. C. POWELL,

THE PRESIDENT'S ADDRESS.

BY R. MC QUEEN, KIRKWALL.

LADIES AND GENTLEMEN:

In accordance with use and wont, I now appear before you to deliver what is known as the President's Address.

I confess at once to the difficulty I had in selecting a line of thought not already travelled over in these Addresses before this Convention, at our Annual gatherings in years gone by.

Almost every subject of importance, bearing directly or indirectly on the profession to which we belong, has been touched on, treated of and handled, much more efficiently than I am competent to do, or than you could reasonably expect of me,—considering those who have preceded me in the position, in which, through your kindness and confidence, I find myself at present placed.

The needs and requirements of our School System, its Legislative and historical development, have all been taken up and discussed most ably and efficiently.

In view of that difficulty, in the light of these facts, I have resolved to address a few plain words to my co-workers in the calling of our choice—with regard to our work as the Educators of the Youth of this Province.

(1st.) As to the bearing of that work on those committed to our trust from day to day, from year to year.

(2nd.) Some characteristics of that work, as viewed from our standpoint, as teachers.

(3rd.) Inquire what ought to be the nature of that education which we seek to give to those under our care and influence.

(4th.) Motives for the earnest and faithful prosecution of the work of our calling.

"It has been said that the work of the Educationist, touches the individual at every point of his being, bears on him every relationship in life, and influences him in every stage of his being, and during the whole period of his existence."

I mean to be brief: some points I shall merely state, on none shall I enlarge at any length.

(1st.) Our work as Educationists, touches the individual, (*a*) In his physical being or constitution, (*b*) His mental powers and capacities, (*c*) His moral and spiritual nature.

As Teachers or Educators, we are under the deepest and most enduring obligation, to aim at the fullest development of all these powers and capacities, in order that they may mutually assist each other, and minister to the utmost extent to all the purposes and objects of the being of those entrusted to us.

God, in His moral government of mankind, in all His methods of procedure, in seeking to teach and instruct the human race, never forgets for a single moment that man, His most perfect work, consists of a physical, mental and moral nature. And should we attempt to cultivate one without the others. If we cultivate the mental powers and neglect the moral nature, or cultivate the moral nature and neglect the mental powers, or if we cultivate both of these and neglect the physical well-being, the result will be either a material or an intellectual monster, frustrating at once the Divine purpose and rendering nugatory all our toil and effort.

(2nd.) I shall now notice briefly some of the varied relations of life, in which our work as Educationists, bears on the individual.

(1st.) *The Relation to the State—as a Citizen.* It is ours to teach and train those committed to us to the duty of prompt obedience to all lawfully constituted authority, teaching them that unquestioning submission to all rightly exercised powers and loyal obedience to law, are perfectly compatible with, and really constitute true liberty, teaching them to distinguish between liberty and license; teaching them to apprehend that the lawless individual is the real slave, and that they are under obligation not only to obey the law, but to uphold it, by giving all due support to those who administer it, and by frowning down every attempt to evade its requirements.

It is ours to instruct them as to the nature of the Constitution under which they live. (1) As to the privileges it confers. (2) As to the protection it affords. (3) As to its modes of administration and the obligations and responsibilities that rest on them in connection with these relationships. Calling for an intelligent acquaintance with them, and cordial assistance in maintaining them. Their obligations to participate actively in all measures that have for their object, the common good of all,—to be prepared to give an intelligent verdict on all matters of public interest submitted for their judgment, and, that it is their duty at all times, to place the public weal before their own private interests and personal ends, ever realizing that the public weal and the common good, are bound up in maintaining and upholding in their integrity and purity, the institutions under which we live.

(3rd.) *Their Relations to Society.* It is ours to seek to have them realize that personal purity of life, integrity and truthfulness in purpose, word and act, and mutual confidence and good will are the very foundations of the social fabric, and that to be single in

purpose, constant in conduct, to speak the truth in the heart at all times and under all circumstances, are intrinsically and perpetually obligatory, seek to impress upon them, that

“ Let *your* truth stand sure,
The world is true,
Let *your* heart keep pure,
And the world will too.”

Or, in other words, that the world will largely be to them, what they themselves *really are*.

Impress upon them the necessity of cultivating and practising all the courtesies and civilities of social life. Not merely as matters of custom or convenience, but as of moral obligation, as things which help to smooth the asperities of life, help to bind society together, and, as being intimately connected with their facility of access to their fellowmen, and their power for usefulness among them.

Seeking ever to have them realize, that all these should become them, not as a garment to be put on and off, as pleasure or convenience may dictate, but as having their seat in the heart and being the natural outcome of the real man or woman, true manliness is always tender, true womanliness is ever courteous and kind.

(3rd.) *Their Relation to the Family and Home.* It is ours to impress upon them, the obligation to honor their fathers and mothers, on the ground of intrinsic right and the Divine command, as a thing right and becoming in itself, sanctioned by the authority of God Himself, and illustrated by the example of the Lord Jesus Christ—that the authority of the parent is delegated to the teacher. That the authority of the teacher has the same grounds and sanctions as that of the parent, and that disobedience to the rightful command of the teacher, is disobedience to the parent, whose place for the time being, is filled by the teacher.

It is ours to seek to conserve the Divinely sanctioned names of father and mother, and to set our faces against the use of the current terms, so lacking in filial regard and so flippantly used that have largely taken the place of these venerable words.

To seek to impress the fact that the family is the germ of the nation that irreverent, unfilial and disobedient children are likely to become lawless and dangerous citizens, and that the purity of the home, the firm and wise administration of family government are the great safeguards of national honor and stability.

(4th.) *Their Relationship to a Personal Living God.* As the author of their being, the giver of every good and perfect gift, the fountain of all obligation, and the ultimate source of all responsibility that, this relationship bears on all that they are and have, on all that they think, and say, and do. In every power and capacity of their being and in all the complex relationships of life. Are they under obligation to care for the body, to train and develop its physical powers and capacities? It is because it belongs to God. Are they

in duty bound to train and develop their mental powers? It is because they are God's communicable attributes bestowed on them, lent to them, to be used *for* Him and at last to be accounted for *to* Him. Are they to cherish and keep pure all the elements and affections of their moral nature and spiritual being? It is because these are emanations from God Himself, and as such, are to be kept untainted by open sin, and uncontaminated by vice. In obedience to the divine injunction "Be ye holy for I am holy" and in all this following the great example "God manifest in the flesh," the Lord Jesus Christ, in His human nature as He is set before them in the Gospels. At once the great pattern and the great power, by looking *to* whom and confiding *in* whom, they may know at once what is required of them and be strengthened for its performance.

That as citizens, they are under obligation to remember that the powers that be are ordained of God, that there is no power but of God. That to all just and lawfully constituted authority God claims the same obedience as to Himself. If laws are bad or oppressive, then let them be altered, but while these laws remain *law* they ought to be obeyed, so long, as they do not sanction, or enjoin any moral wrong.

That as members of society—God's rule is, Love your neighbor as yourself, Love is the fulfilling of the law.

That as members of the home and family, they are ever to bear in mind, that the father and mother, their parents, are God's representatives, and as such are entitled to all the honor, the filial regard and obedience, that *He* demands *for* them in His own behalf.

Let us then, seek to impress them deeply and daily with this thought, that in all these relations, in every thought which they cherish, in every word which they utter, and in every act which they perform, they are either building up and consolidating or loosening and disintegrating their own moral characters. Either adding to, or taking from, the aggregate of that morality, which is the golden thread of conjugal felicity and domestic tranquility, the silver cord of social order and the security of public honor, the bulwark of civil liberty and the basis of religious toleration, the sure foundation and the crowning glory of all true national prosperity and greatness.

(2nd.) SOME OF THE CHARACTERISTICS OF OUR WORK.

1. *It is one of high privilege.* If our work and influence as educators touch the individual at all points of his or her being, influence them in all their relationships in life and during every period of their existence, in their physical, intellectual and moral or spiritual nature or being, powers and capacities, in their relation to the state, the social circle, the home and family, and to a living personal God, as the great source of all obligation, and as our contact with them and our influence upon them, is at a time when their very nature and being are the most plastic, most easily, most deeply and most lastingly impressible, then it is a *high privilege*

to have daily the opportunity of influencing shaping moulding and guiding all the powers and capacities of those young immortal beings those powers so infinite in their range, and those capacities so eternal in their duration of progressive existence

2. *It is one of holy trust.* They come to us untainted in their purity of heart and affections undefiled by open sin, their childish trustfulness and simplicity unwarped by worldly ways. In these circumstances it is ours to cast around them the shield of our influence, not only to keep them from contamination, but to impress them more deeply with the love of all that is holy, just, kind, pure and true. We are largely entrusted with the direction of the current of all their after existence, in time and in eternity. How much then? How exceeding much is entrusted to us in even one of those little ones, daily consigned to our charge?

3. *It is one of precious opportunity.* Precious because of all that is involved in it. Precious because the time is so brief. How short, often, is the period they are with us, and during which they are under our influence. Yet long before it terminates, the value and extent of our influence over each is fixed and determined. It is precious because of its possibilities, for rightly used its influence and results are eternal for good, so far as the individuals are concerned, and to ourselves, either a source of weakness or of strength in our daily work.

4. *It is one of deep responsibility.* Our responsibilities are commensurate with our privileges, our trust and our opportunities. We are responsible for the possession of that high privilege. for the confidence reposed in us, the trust committed to us, the opportunities given us, and all deepened by the thought that daily and hourly we are either rightly using or abusing all that trust. We are never neutral, and the results are eternal.

In view of what has already been said, the question may now be asked;

3. What ought to be the nature of that education which we seek to give? What ought to be its character?

In one word. It ought to be Christian.

Do you ask me what I mean by its being Christian. I mean teaching and training to be in all things and at all times Christ-like. How is this to be attained? First, by being Christians ourselves. You may ask, do I say that only Christian men and women should teach? I do not say that; there are to-day I believe in the profession in this Province, scores of whole-hearted, enthusiastic and successful teachers who do not even profess to be Christians. But I *do say* this, that if those same men and women were truly and consistently Christian, they would teach and train with far more power, and from a higher vantage ground, with a deeper joy in all their work, and a more enduring recompense for all their labor would at last be theirs.

And I will say further, that the humblest and homeliest common

school in all the land, furnishes a field for effort, wide enough and long enough for the highest powers, the best energies, the tenderest sympathies of a wholly consecrated Christian man or woman.

Again, the formation and development of moral character ought to be the primary object of every teacher. It ought to have the first place in every school-room in the land. All that is truly moral is Christian, for apart from the cross of Christ there is no morality on which any dependence for time or well founded hope for eternity can be built. It is quite possible to teach all the subjects of the curriculum and yet fail entirely to develop moral character. The teacher who thus acts is like a sculptor working from a model, who, measuring the head and every feature of the face, transfers hair, skull, forehead, eyes, nose, mouth, and every lineament to his clay or marble, each an exact copy, yet misses that play of spirit life upon the face and features, which is after all, the true man, or likeness.

While the educator who not only teaches the subjects of the curriculum, but succeeds in developing moral character, is

"As a painter poring on a face,
Divinely through all hindrances finds the man
Behind it, and so paints him that his face
The shape and color of a mind and life,
Lives for his children ever at his best—
And fullest."

Here we say again that the school is the place in which the moral as well as the mental faculties of the youth of this day, the men and women of the next generation ought to be developed and confirmed.

That the school ought to be viewed first of all as a place of moral training, and that the first duty of the teacher is that of the moulding of character, not by religious dogmas merely, but by the inculcation of moral principles, based on the teaching and example of Christ Himself, and we base these statements on the great foundation fact, that every child has a conscience and a moral nature, and that the development of these is an indispensable condition in the true education of the individual. All this implies, nay necessitates, the development of the moral nature of the teacher. Everything else ought to be subordinate to that great end. In closing this point let me read to you an extract from the Report of the English Commissioners of Education for the year 1887.

There was a majority and a minority report, but both agreed in demanding that education be Christian. Their report reads:—
"Though differing widely in our views concerning religious truth, we are persuaded that the only safe foundation on which to construct a theory of morals, and to secure high moral conduct, is the religion which Jesus Christ has taught to the world. As we look to the Bible for instruction concerning morals, and take its words for the declarations of morality, so we look to the same inspired source for the sanctions by which men may be led to practice what is there taught, and for instruction concerning the help by

"which they may be enabled to do what they have learned to be right."

Let me here digress to state, that I do not mean for a moment to say, that the State alone shall determine the nature and extent of the education to be given to its members. It has no right, on any ground whatever, to usurp or assume the peculiar functions and responsibilities of the parents. Nor on the other hand have parents any right to abdicate their own position, or renounce their own peculiar functions, or relieve themselves of their own responsibilities and hand them over to the state on the ground that if education is to be non-sectarian, it must be entirely in the hands of the state. Each has its own sphere, duties and responsibilities, and these are not interchangeable, and besides, the paternal charities of no common-wealth however wise and beneficent, can form any substitute for the parental training, the home sympathies, the household bonds, the personal ties of love and esteem.

You may suggest that all *that* is very common-place. So is the individual who addresses you. So, I presume, are a great many of the teachers of this province. Our lives largely occupied with what the world considers very common-place work, and at very common-place remuneration. Yet let it ever be borne in mind that in every line of life, in every profession, by far the greatest amount of real useful work, and lasting good are accomplished and secured by common-place individuals. The shining lights are, ever have been, "like angels visits," few and far between.

4. And as *motives* for the patient, earnest, persevering and faithful prosecution of our life work, let us bear in mind,

1st. That "*our little*," as we view it, may be as great in God's sight as that in another more richly endowed by nature, and more favorably circumstanced in place, which seems completely to overshadow us. Our sphere of labor and our life work may be very limited in extent and almost imperceptible in results as we measure and view them. But let us bear in mind that unerring wisdom has placed us there. It is *our own* field, and just as the little pebble cast into the mighty ocean sends its widening ripple to the far off shore, so our efforts and influence rightly directed, patiently, persistently and lovingly exercised, shall widen and deepen on the stream of time, till they reach at last the great ocean of eternity.

2nd. Let us cherish the thought of a place and work in God's eternal and all comprehensive plan of moral government and providential procedure, the thought that in every effort for the implantation and development of all that is pure, just, kind and true, in the hearts and lives of those committed to us, we are co-workers together with God Himself, that God recognizes us as such, and however much discouraged and downcast we may often be, yet if our motive be pure and our aim single, God is with us and on our side, and ultimate success and final victory are infallibly certain.

These considerations lift ourselves and our daily work above the

common-place, they dignify and enoble the minutest details of school-room life and work, they lift it into the realm of privilege—the privilege of instructing the youth of this land in the duties of citizenship, of training them in all the amenities of social life, of cooperating with the parents, God's vicegerents, in teaching and training their children, of leading them to God Himself, in whom combine and concentrate all the civil, social family and personal lines of duty and practice. It is ours to mould in the initial stages of existence, to guide and counsel in the transition period of life, the former the most plastic, the most easily and deeply impressible, and when every impression is indelible, is graven into the very being, the latter, the most critical in all the history of the individual, the period when there is a loosing from past moorings, and a raising of the sails for the voyage over the sea of life, when the bark is weighing anchor, either to be dashed on the rocks or to reach in safety the farther shore. It is then that our counsel and help are most needed, and are most gladly welcomed, and if that implicit confidence, that confiding trust reposed in us when they come as little ones under our care has remained unbroken and unimpaired, until, and after they have grown to be men and women, it is to them a great boon, and to us the richest earthly reward of all our labors, the teaching of the programme has its recompense, but the successful development of the moral character is, after all, the great attraction of the profession. It is in this aspect of it that our reward lies. It lies in the wages of the life, not in the wages of the profession. Our work itself is our wages. Our life's work is our life's wages, and our work is eternal.

And now, let us to the work immediately before us, each in our own department, with true heart and earnest purpose, so that when this Convention is over we may return to our own spheres of labor, better men and better women, firmly resolved that the future shall leave the past behind it, that our last days in the profession shall be our best days, that when all our meetings and partings here are over, and when the "*great gathering*" comes, we may each and all receive the glad welcome, and hear the "*well done* good and faithful," and enter into rest.

THE TEACHING OF HISTORY

WILLIAM HOUSTON, M.A.

In order to make sure that we are adopting a correct method in teaching any subject on the school program, it is necessary to have a clear conception of the subject itself, and also of the end in view in using it for educational purposes. Though methods cannot be safely determined *a priori*, it is an undeniable fact that empiricism alone is not to be trusted in arriving at a final conclusion, as to the relative values of diverse methods of dealing with any given subject. History is no exception to this general truth. He who would teach history successfully must have in his mind a clear conception of the nature of the subject, and an equally clear perception of the end in view in teaching it. With these to guide him, he can test different methods, and accept or reject with some degree of intelligence.

History has been variously defined even for educational purposes. It is sometimes regarded simply as an interesting story or narrative, and is dealt with in the class room chiefly if not entirely from that point of view. This aspect of the subject has a certain measure of value in it; for children love narrative, and well written history is as good as any other, and better than most other stories. It has the advantages of plot and action, and moreover it purports to be true, though it is folly to forget that all history, as written, is largely fictitious, partly because of what is omitted, and partly because of the manner of representing what has been selected for the narrative, whether events or persons. But while the narrative element in history is important, it is obviously too narrow a view to take of the subject, when nothing else is made use of during the school room history hour. History is narrative, but it is narrative and something more.

Again, history has been at times regarded as valuable only or mainly for the biographical element it contains. The drama that history unfolds is a drama in which the great men of their times—the Alexanders, the Bonapartes, the Cromwells, the Bismarcks and the Gladstones—have been the chief actors, and it is neither an unprofitable nor an unphilosophical view of history that regards it as made up chiefly of a series of biographical sketches of these leaders of thought and action. But history is more than that. Great men have accomplished much, but other forces have been at work in making history besides great men. They cannot be ignored in the teaching of history, but neither can they be allowed to become too

prominent, much less to monopolize the attention of teacher and learner.

Then some thinkers and teachers lay great stress, and rightly so, on the ethical value of history, which has been defined to be philosophy teaching by examples. The great law of moral retribution has been exemplified in countless ways in the history of nations, as it has been exemplified in the experience of individuals. If sentence has been pronounced on the sinning individual, it has been just as emphatically and just as irrevocably pronounced on the erring people or nation. This view of history is unspeakably important, and as interesting as it is instructive. But history is more than a concrete embodiment of the law of retribution, more even than that along with a biographical and a picturesque element. Indeed when all these elements have been specified, that which is most important of all for school purposes has been omitted.

The most useful view of history from a pedagogical stand point is that which regards it as a science. The development of mankind from savagery to civilization has brought into existence an immense numbers of phenomena of the most interesting kind. It has produced racial distinctions, varieties of religion, domestic relationships, social usages, political institutions, and enforceable obligations. All these phenomena, and many others not mentioned, have a present existence, and each of them has itself a history. All laws, all institutions, all customs, all rites, all dogmas, all races have undergone variation, and their variations have been due to causes. That complex thing which we call modern civilization is therefore the product or resultant of many forces, which have been at work for an indeterminate time. It is the consequent of many antecedents, the effect of many causes. In short, history is a chain of causation, the phenomena of one age being the conditions which made the succeeding age possible. On this view of history there is nothing but a chronological distinction between the present and the past, and this is the theory of history on which all great thinkers now strongly insist. In the words of Mr. Freeman: "History is past politics and politics present history." History is politics crystallized and politics is history in a state of flux. The web is constantly lengthening and unfolding. Touched at the point where the process is going on it is politics; touched at any point where it is finished it is history.

If history is a science then it should be taught as a science by scientific methods. There are two general views that may be taken of it as a science and the method resorted to will be according to the view adopted. We may take up the antecedent and pass from it to the consequent, or take up the cause and pass from it to the effect; but, we may on the other hand begin with the consequent and pass to the antecedent, begin with the effect and pass to the cause. Which shall it be? Viewing history as a chain of causation and viewing science as essentially investigation or inquiry, there seems to be hardly any room for doubt on this point. True scien-

tific inquiry or research always regards effect and looks for causes. This is the way in which inductive reasoning proceeds. It is the way practised by Aristotle and Montesquieu and expounded by Bacon and Mill. To learn history as a series of causes producing effects is to put a premium on mere memorization; to learn it as a series of effects which must have had causes adequate to produce them is to put a premium on ratiocination. Obviously then history should be studied from the now to the then, and equally obviously it should be studied from the here to the elsewhere, if we are to pass in the truly inductive way from the known to the unknown.

The inference is that geography and history are closely blended, and that they should at first be taken up together, and as one subject. The child when he is introduced to this subject should not be told the name of either history or geography. His attention should be directed to his own locality, to its topographical features, to the people who occupy it, to the occupations by which they maintain themselves, to the manner in which they live, to the customs they observe, to the worship they practice, to their relations to each other whether domestic or jural, to the institutions by which they carry on political government whether local or general. His reason can be appealed to by questions as to the permanence and persistence of social and political conditions. He can notice changes for himself. One generation dies and another succeeds. Institutions are modified and improved. Laws are enacted or amended. Industrial methods change, and one industry succeeds another. The past is thus suggested, and what was it like in these and other respects? Other localities are suggested, and how do they compare with his own? The comparative method is thus introduced and comparison is essential to inductive reasoning. It is the process by which we classify, and classification is the essential condition of generalization. In no other way can we reach principles from isolated facts, laws from isolated phenomena, causes from isolated effects.

Another strong reason for beginning history and geography with the now and here is that if the child is to have, as most children do have, time for only a limited amount of acquisition in this department of knowledge, he should be allowed to make certain of becoming acquainted with what is most likely to be useful to him in his subsequent political status. To know something about the office of a magistrate in his own locality is more important than to know something about the office of the Lord Chancellor of England; to be able to understand what a reeve is will be of more practical use to him and to the community, than to be able to describe the functions of the Chancellor of the Exchequer of Great Britain and Ireland. So in regard to time. A township council is a more important body for him as a future taxpayer, than either the Roman comitia, or the Athenian Areopagus, and the captain of a village volunteer company is more worthy of his attention than a Roman Dictator or a devastating Attila.

It does not follow that if this view of history be taken and acted on, the other views above specified must be ignored. The picturesque element can be brought out just as well on the one line as on the other, and so can the ethical and the biographical elements. The advantage is all on the side of the rational view with nothing in the shape of offsets. It is sometimes said that the study of the past enables one better to understand the present, and I freely concede the truth of this dictum; but on the other hand the study of the present may equally throw light on the past, and this is the more legitimate and useful way to look at the relation between them. It is hard for anyone to form any clear idea of the Athenian Areopagus, of the Roman comitia, or of the English manor, but he is aided in doing so by having first a clear conception of modern courts of law, election processes, and municipal institutions. He can investigate what is all around him in actual operation and can then modify his conception of institutions and laws as he finds himself constrained by the evidence to do; he cannot investigate the actual working of institutions long extinct, or geographically distant, and hazy conceptions of what is not present will throw little, if any, useful light on what is.

If this is the right view to take of method in teaching history, these important and very practical inferences follow: (1) That history too cannot be properly taught or learned by means of manuals, and (2) that no uniform written examination for the whole Province is practicable in the early stages of the pupil's progress. With reference to the former point, I wish to say that a good manual is all right in its place, but that place is in reviewing, not in learning history. It gives a birds-eye view of the whole subject and that is useful after one has learned it in some probably unsymmetrical way. With reference to the latter I must express my opinion that history could be better taught in the Public Schools if it were left off the Entrance Examination syllabus. If it be said that it would not be taught at all, or enough, if the examinations were abolished, my answer must be: (1) that we should not habituate teachers to regard passing pupils at an examination as the great end in teaching any subject; (2) that as history is now taught for entrance examination, while it does some good, it does much harm, and its discontinuance would probably be a net gain instead of a net loss; (3) that history properly taught would prove a source of interest to both teachers and pupils, and would be attractive rather than repulsive; and (4) that in all probability its inherent attractiveness, backed by the authority of a Departmental regulation and the influence of the Inspectors, would secure a place for the subject on the working program of every Public School.

READING IN THE PUBLIC SCHOOLS.

S. H. CLARK, TORONTO.

It is not my purpose to-night to discuss fully the entire subject of teaching reading in the Public Schools: that would take too long. But I shall endeavor, in the limited time at my disposal, to draw your attention to that particular side of it which, to me, is most important, and, I regret to say, most neglected. I mean the intellectual side; and by the intellectual I understand (*a*) ability to extract thought from printed or written language, (*b*) concentration, and (*c*) the development of the imagination.

Oral reading consists of two processes. First, the word, or better, the thought recognition; and second, the presentation of the thought to the listener, by means of voice and gesture. These processes are the reverse of each other. In the first, I see the words and through them, get the thought behind; in the other, I have the thought and present the word. Hence it follows that the first process must precede the second, and the failure to recognize this fundamental principle in the teaching of reading accounts to me for nine-tenths of our poor reading.

I have been often told by teachers that they did get the pupil to see the thought before allowing him to read. So to make sure that I am clear, I want to say that understanding each word of a sentence, that is, knowing its definition, is not understanding the whole sentence. There is so much between the lines, so much in the context, that, without proper mental discipline, the very gist of a sentence is often lost. Therefore I want you to know that by understanding, I mean first, having the complete picture in the mind as the author had it, and second, and especially, keeping it there while reading—that is, “*thinking the thought.*” I will enlarge on this aspect later on. I purpose to-night, in the analysis of “Edinboro after Flodden,” to show what I mean by “getting the thought,” and to explain the method I adopt in helping a class to get at the innermost meaning of any selection.

To guard against misconception, I want to say at the outset, that understanding a selection is not sufficient for its proper rendering. But while he who understands well, does not always read well, I stand to-night for this: *He must understand well, before he can read at all.* Vocal gymnastics, drills in articulation, modulation, emphasis and gesture exercises,—all are valuable aids in producing finished readers. But our schools have not the necessary time (at least at present, and we must confine our remarks to the present state of affairs), to devote to the gymnastics of elocution, and if they had, the teacher would have to be more or less a specialist. Then,

in the name of reason, let us do our best to turn out tolerable readers, if not finished artists.

A knowledge of the principles underlying inflection, emphasis, pausing, time, &c., cannot fail to be of value to all readers; but I am confident that if the thought were thoroughly grasped, *and the reader's attention concentrated on the thought while reading*, that a tolerably fair rendition must follow. This idea of "thinking the thought" while reading, is too often, nay, almost always, overlooked, and accounts in large part for the poor oratory of our pulpits. Of course, poor voice and many mannerisms of style spoil many a well thought-out sermon, but these faults might be condoned by a decent reading. There is little fault found as a rule with the emphasis, or pausing, or even inflection of an extemporaneous preacher. And why? Because he is thinking each thought as he speaks it. But the written sermon or hymn is generally poorly rendered because the mind of the speaker is more engrossed with the *word* than with the thought.

As briefly as possible I shall now proceed to show how the thought influences the inflection, emphasis, pauses, &c. First, as to inflection. Take a simple illustration from the primer—"I see a cat and a dog." Let us imagine "I see a cat" on one line, then a picture intervening, and beneath it, the remainder of the sentence, "and a dog." The pupil reads "I see a cat," using the falling inflection on "cat," giving the impression to the listener that the sentence is completed. Then follows the "and a dog" with a similar inflection on "dog." Now, my method is not to tell a pupil to keep his voice up on "cat," because it is next to impossible for a young child to do this mechanically, and if he could, such an injunction would be of no value in helping him over a similar obstacle in the future. No; I claim he has used a wrong inflection simply because he has not a vivid conception while he reads of *one* picture composed of a cat *and* a dog. I should first ask him to close his book, so as to take his mind from the printed form. Then I should by any device get him to see a dog and cat *together*, and ask him what he sees. He will tell me "A cat and a dog," with the rising inflection on "cat." I should get him, in reply to some such question as "What do you see?" to answer "I see a cat and a dog." After he has done this several times to my satisfaction, I should let him open his book again, and, warning him to see the cat and dog together, (playing, or fighting, or in any other attitude), I should let him read; and I have never found an instance where, with patience, I could not get a good reading. Moreover I have never mentioned a word about inflection or raising the voice. This is sometimes a slow process, but it is absolutely indispensable; for I have impressed this great fact on his mind: that he must grasp the picture as a whole before he reads it, and he must retain the picture while he is reading. I might just add here, that long sentences are to be avoided; if they be too long it will be impossible for a young

mind to grasp their meaning completely. But where they occur, (and this applies to the higher classes especially), great care must be used to enable the pupil to get the thought in its entirety. The benefit to a pupil from such exercises is incalculable; for it is not only necessary to good reading, but as a mental discipline to develop sustained thinking it is exceptionally good.

Let me give another illustration :—

"What do I hold in my hand?" (showing a pencil). "A pencil."

"What inflection did you use on pencil?" "Falling."

"Good! What do I hold now?" "A knife." (Falling inflection).

"Very well; what is this?" "A pen." (Falling inflection).

"Now watch again; what are the contents of my hand?" (Holding the pencil, knife and pen). "A pencil, (rising inflection) a knife, (rising inflection) and a pen," (falling inflection).

Further elaboration is useless. You had but one idea in your mind in each of the former instances, and as each word expressed a complete thought, you used the falling inflection after each. But in the second example, the pencil, knife and pen, each forming part of one idea, the contents, you raised the voice on the first two words, and lowered it on the last.

Now there are rules, and some quite explicit, too, which cover this ground, but I leave it to you if they are not next to useless for the child, or even for advanced pupils, since the full comprehension of the thought must precede the reading in any case, and the full comprehension will inevitably lead to an approximately correct inflection. These rules are valuable inasmuch as they will lead a conscientious student to investigate the phenomena behind them; but my great objection to them is, that if we do not investigate, we are very apt to become stilted, affected, mechanical readers.

I was careful to say a moment ago that a full comprehension will lead to an approximately correct inflection. I used the adjective advisedly. Few children have a sufficiently large gamut to express the intenser emotions, because the more intense they are, the wider will be the interval traversed by the voice in their expression. If I express great astonishment that *you* should have done a certain deed, and say "You?" it is noticed that the voice traverses a concrete interval of about the sixth of the musical scale, more or less. With a child it is seldom the case that he has experienced as much surprise at anything as would be expressed by such a wide interval, and unless you make him feel the intense astonishment he will use an interval little wider than a fourth. But since he shows as much surprise by the third or fourth as he is capable of feeling, to attempt to show him the proper reading by imitation, without giving him the proper anterior emotions, would be to do him incalculable harm as a reader. So, his approximate inflection is all that we can ask of him, unless we can so stimulate his mind as to compel the wider inflection. And besides, if he has limited vocal capacity, he can never do more than approximate without vocal training. Further

on I shall show how I stimulate the imagination, and get the best results of which the child is capable. (Here the speaker gave several other illustrations to prove that inflections were results of mental states, and how proper inflection would always follow proper conception).

Let us turn our attention for a few moments to emphasis. There are any number of text books on elocution and public school readers containing suggestions and rules for emphasis. Again I ask, of what value are the rules if we haven't the understanding? And if we have the understanding, are they not surely unnecessary? I know of no better measure of a pupil's knowledge of his selection than his emphasis. We cannot change the emphasis in any phrase without changing its meaning, and correcting a wrong emphasis should be correcting a wrong impression. The same principle applies here as in correcting a wrong inflection. See :

I am going to town to-day.

I *am* going to town to-day.

I am going to *town* to-day.

I am going to town *to-day*.

You observe at once that each change of emphasis alters the meaning: the context alone decides which is correct.

It is an interesting, amusing and instructive pastime to compare the various emphases in the same passages in different works on elocution; and herein we find the strongest argument against emphasizing by rule. I allow that there may be a difference in interpretation, and, consequently, a difference in emphasis; of course my remarks apply to such cases where there can be no two opinions as to the author's meaning.

I do not believe, however, that we try to teach emphasis by rule in our schools. The fault seems to be that we allow our scholars to emphasize in a haphazard manner; and haphazard emphasis is worse, very much worse, than a wrong emphasis which is the result of a wrong impression. In the first instance the pupil hasn't any thought; in the other, he has at least used his reasoning powers.

In the "Merchant of Venice" you recall the line in Portia's "Mercy Speech" which runs: "It (mercy) becomes the throned monarch better than his crown!" The pupil is very apt to lay the strongest stress on "better," while careful thought will show you "crown" is the climactic word. Portia compares "mercy" with "crown," not "better" with "as well as" or "worse." Again; in that scene so familiar to you all, where the populace, besieging the judgment-seat of Pontius Pilate, demands the blood of the Christ, the Roman (be it remembered, having duly weighed the evidence, and concluded that the prisoner is innocent), replies: "Take ye Him and crucify Him; for I find no fault in Him," we know that the speaker yields to the pressure brought to bear upon him, but desires, at the same time to throw the responsibility upon the Jews. Hence the reading will be: "Take ye Him and crucify Him, for *I*

find no fault in Him." We observe at once that this is the only correct rendering, and that nothing but a thorough appreciation of the meaning could have assisted us so to render it.

Yes, the measure of our ability to emphasize correctly will be our ability to comprehend; and a misplaced emphasis is always the result of *no* thought or a wrong apprehension. I am loath to leave this part of my talk because I feel its importance so deeply that I should like to dwell on it for an hour. But I must hasten on, concluding with Alfred Ayres' remark on emphasis, "There is but one rule for emphasis: the rule of *gumption*."

We may spend a few minutes profitably in investigating the philosophy of the pause. Here again we can find very explicit rules in the text books, and I may add that we may follow these rules to our advantage with less danger of becoming mechanical than any of the others previously alluded to. But I can make this acknowledgment and still hold that the sense will direct us in making appropriate pauses.

Legouvé, the eminent French reader, tells of a young man who waited upon the great actor Samson, for the purpose of taking some lessons in elocution. He was requested to read a certain poem, the first line of which is:

"The Oak one day, said to the Reed."

The young man began, and, making no pause after "Oak," was interrupted by Samson exclaiming, "What kind of an oak is an-oak-one-day? what do you mean by joining the adverb to the noun instead of to the verb?" I need not mention that the rhetorical pause is far more frequent than the grammatical, and the young man completely overlooked the fact that there was such a rhetorical pause after "Oak." Nobody would *think* "Oak-one-day"; of course not; but rather "Oak," "one-day"—"said to the Reed." I might say that this single anecdote, which I read many years ago, did more to open my eyes to the value of pauses and their philosophy than all the rules I ever read since. Without judicious pauses we are bound to leave our hearers with a blurred picture of our thought; and I have stopped here for a moment, just to call your attention to the necessity of watching them closely, rather than to cite illustrations. Once more I repeat, that the error of jumping over pauses is the result of no thought or not thinking the thought while reading, and we must adopt the same method of correction here as in the instances previously mentioned.

I might mention in passing, that the duration of the pause depends on the sense. Where the movement is rapid the pauses will be brief; where the passage moves slowly the pauses will be, correspondingly longer. In other words: the length of pauses is comparative.

It requires scarcely any argument to prove that the thought will control the time—rate of movement—and the pitch. Think you a mind engrossed with the sublimity of the thought, and impressed

with its awfulness, would read "I'o be—or not to be" with the same speed as he would read "Neath our feet broke the brittle, bright stubble like chaff"? or in the same pitch as he would read, "I'm to be Queen of the May, mother, I'm to be Queen of the May"? No; if a pupil reads too rapidly, be sure he is not sufficiently impressed; if too slowly, he is not sufficiently exhilarated or vital. If he assumes too deep a tone of voice or too high, the fault is in his imagination, not in his knowledge of rules or principles. (Of course, pitch, too, is comparative.)

Our works on elocution gives examples of the use of the guttural, pectoral, orotund and other qualities of voice. Many of these are largely acquired, and we are not dealing with that aspect to-night. But again I insist that he whose feelings are swayed by anger or scorn, will use the pectoral or guttural tones if he has them; and if he has them not, he will use that quality of voice, unconsciously, in his reading, which he would use were he expressing his own thoughts under similar conditions. And that is all you have the right to expect.

When it comes to expression the quality of voice will indicate largely how much the pupil is moved by the thoughts of the author. For "quality" we often substitute "timbre" or "tone-color": I prefer the last. We recognize the heartiness of our friend's congratulations, the sincerity of his condolence, the earnestness of his appeal, more by his tone than by his words. The howl of a dog in distress differs from his cry of joy by the tone-color. So also we distinguish sincerity and hypocrisy. The babe will crow and smile when its mother's tone is sweet and soft, no matter what the words; and it will cry no matter what meaning the words themselves may have, if they be uttered in a harsh, angry tone. Again I repeat: fill the mind with the thought and the tone-color will come. And only so can it come.

It is the tone-color that moves us. We know a cornet from a flute by the difference in their quality of tone. The Marseillaise, played by a string orchestra would evoke but little enthusiasm; but played by brazen trumpets it will inflame the whole French nation. The trumpet calls to arms; the violin lulls to sleep.

I have no time to discuss the reading of modifying, explanatory, or parenthetical phrases. Suffice it, a proper appreciation of their secondary value will lead the pupil to render them as they should be. Wherever he does not, the difficulty is that he does not perceive their comparative unimportance.

In this lengthy, but yet incomplete review of the principal errors in our reading, I have tried to show that they are all largely attributable to, first, a weak conception, and second, lack of attention and concentration while reading. Further, I have indicated how both of these failings may be overcome. If we succeed in correcting them we shall turn out readers, otherwise we never shall.

(Mr. Clark spoke almost entirely without notes, and he has here embodied some objections and his replies thereto, which came up in the course of his remarks. Much of the analysis, relying for its effect upon the voice, must here be omitted, as it would be impossible to indicate clearly the various tones and inflections. A few illustrations are inserted to show his method of analysis).

EDINBORO' AFTER FLODDEN.

It is an undoubted fact that the reading lesson is the most neglected by the average school child. The teacher announces the lesson for the following day, and in nine cases out of ten it is the lesson least prepared. If the pupil has difficulty in getting his other lessons, he never opens his reading book, relying entirely on his quick eye or natural ability to pull him through. (A voice: "We don't give them reading lessons to study at home.") Well then, I am sorry for you. A reading lesson must be prepared beforehand or you cannot expect good reading. (Of course, it is not to be expected that we will give home lessons to children in the first book.) The best readers acquire, by long and careful study, a certain facility in sight reading, but even they will tell you that they prefer time for preparation. How much more necessary must it then be for the novice to devote some time to study beforehand?

I begin the lesson by asking somebody to tell the story in his own words. I allow him to finish his narrative, and then ask someone else to tell the story. I ask then for comparisons of the narrations, and for any omissions in either. Especially I endeavor to have them note the connection. This is an excellent exercise for developing continuity of thought. I incite them to look up anything in history or geography or mythology which has a bearing on the selection, and more than anything else, I try to develop their imagination, placing scarcely any limit on their imaginative wanderings.

In this particular piece I should (if it had not been already told) describe by the aid of pictures, if possible, old Edinburgh, its walls, its moats, its drawbridges and its gates. I should show them pictures of the old fashioned armor, with its helmet, coat of mail, gauntlet, corselet, &c., and better still, I should try to get them to imagine the costumes of the old inhabitants. By all means I should try to interest them in the Scotch-English wars, and show what the defeat of the Scotch would mean. This practice is a grand preparation for such a lesson, yea, almost indispensable.

The first two lines read :

"News of battle ! News of battle !
Hark ! 'tis ringing down the street."

Now, you are aware of the lack of expression in the reading of this first line. Should I tell a pupil to throw more expression into his words, or to speak them louder? Certainly not. His mind is to be filled with the suspense, horror, agony and tears of the night

previous. How restlessly the aged father paces the floor! How tearful is the mother's voice as she rocks her new born to sleep! How bravely the daughter tries to stifle her own sobs that the mother's weight of woe may not be added unto! Morning dawns in a dull, grey sky. Swollen, sunken eyes, with the deep red marks beneath, peer eagerly through the mist in the direction of Flodden. Every man able to carry arms has gone to fight with the King, and no heart within the city's walls but beats the faster on that anguish-laden morn. Suddenly a low, confused murmur falls on the anxious listener's ear. The hearts assault their rib prisons as though they would batter them down. What is this cry? What does it mean? Is it victory or is it defeat? Life or death? The cry comes nearer, grows louder. From every door pours forth the multitude, and then, fully recognizing what the cry is and what it means, they join to it their voices and the air is filled with "News of battle! News of battle!"

"All last night we watched the beacons
Blazing on the hills afar."

This is not a hard passage to read, yet I am sure few children grasp its full import. A dictionary will tell us the meaning of "beacon." (One dictionary defines "gift" as anything granted gratuitously.—How clear!) But nothing but a trained imagination will see that long line of hill-tops extending from Edinboro' to Flodden field, or the brushwood piled in huge heaps ready for the brand. We must see the lonely sentinel pacing up and down, waiting for the signal; and when the forces go into action, the hill-top nearest them will be aglow with the flames of the brush heap. The hill a mile or so away will note the signal, and so on and on until to "Maiden Town" itself the news of the opened war will come.

Will the vividness of this picture assist the reader? No; not materially in this particular instance. That is, his expression will not be greatly affected. But I never allow him to read a single sentence, whose meaning he has not grasped as far as his experience will allow. If I did, he would soon become careless, and not only his reading lesson, but his geography, arithmetic, grammar—all would suffer. Every time the imagination is excited it assists in developing our emotional side; and the more often we excite the emotions and give them vent in words, the more expression will there be in our reading.

"Warder—warder! open quickly!
Man—is this a time to wait?"

Think of that anxious crowd waiting the appearance of the messenger. Think, then, of the old warder, with trembling hand, slowly and with aggravated precision, drawing aside the iron bolts. Can you not see the ill-restrained anger of the people finally finding vent in the impetuous cry,

"Warder—warder! open quickly!"

A few lines further on we read,

"And a cry of fear and wonder
Bursts from out the bending crowd."

We all know the meaning of "bending," but note how the picture is vivified when we realize the full force of "bending crowd"—the forward inclination of the body, the eager eye, the outstretched neck—all showing the intensity of the interest. Then follows a description of the courier, ending with

"What! can this be Randolph Murray,
Captain of the city band?"

What a woeful change was that to call forth such an exclamation of surprise! But a few days before, Randolph Murray, in the full flush of manhood, bold, stalwart, erect, had gone forth at the head of that gallant band to do battle for the king. A few days he returns—alone! "With foam and with dust his black charger is grey." His corselet and helmet, full of dents, show the fierceness of the struggle through which he has passed. His head is bent forward, and his chin drops upon his bosom. What a sorry spectacle! What an ill-omened contrast! Small wonder the people exclaim, "Can this be Randolph Murray?"

Not a sound escapes his lips as "he chides his weary steed and up the city streets he rides." "The elders of the city have met within their hall," and to them alone will he deliver his message. But the anxious crowd cannot await this formal announcement,—

"Round him crush the people, crying—
... 'By the God that made thee, Randolph!
Tell us what mischance has come!'"

Oh, let your minds dwell for one moment on the indescribable pathos of that scene. Think of that crowd, whose all was staked on the result of Flodden, as they fiercely pushed each other aside, in the vain hope of hearing a word from the mouth of the only man who could relieve their anguish. Think how his protracted silence must have fed their fearful anxiety. Think how they crushed round him, scarcely allowing room for his horse to pass, and then, when his silence became unendurable, how there burst from their fevered lips that hoarse, despairing cry—"By the God that made thee, Randolph! Tell us what mischance has come."

The worst must be told sooner or later. Murray feels this, and his head sinks lower upon his heaving bosom.

"Then he lifts his riven banner
And the asker's voice is dumb."

See that solemn picture. One moment the air is filled with moans and groans and shrieks of despair and then "there falls on the multitude gazing, a hush like the stillness of death." Ah, too well they know his meaning! What mischance? Where are your dear ones? This banner and I are all that is left.

You may say that such a process as I have outlined is too lengthy you haven't the time. Then I say, you will never teach reading. But experience has proved that this way is the shortest in the end.

And if the principle be a right one, that we must interest before we can instruct, how much more interesting our reading lessons can be made to pupil and teacher.

Much of our poor reading is the result of weak or undeveloped "apperceiving powers," as Dr. McLellan calls them. Slow as the process indicated may be as far as getting over a given number of lessons is concerned, the development of the apperceiving powers is the most important factor in all teaching of reading. And I am not sure it is, even comparatively, a slow process. Slow it undoubtedly is at the beginning, but my experience has been that, at the end of six months' careful training, a pupil can read a given selection better, with the same amount of preparation, than a pupil in whom apperception has not been developed. The reason is obvious. It has been impressed on his mind that a reading lesson is not a pronouncing lesson; that he must get the thought before he can read; and in reading a selection which he has never seen before he has this inestimable advantage—he knows he must look for the thought, not the word; and he will present that thought as well as his ability will permit. Moreover if we started our instruction in reading in the proper way in the lowest grades, I am sure we would have little difficulty in getting over twice the number of lessons in a given time than we do now, and we would read them as much better as a good reader is superior to a poor one.

Some say, "Why, you are teaching literature." Well, what of it; can you separate the two? Am I not assisting the reader by drawing his attention to the remarkable correspondence in sound and sense in the line "Neath our feet *broke* the *brittle, bright* stubble like chaff"? or again, to the alliteration in the lines of Tennyson, and the effect on the mind:—

" It is the little rift within the lute
That by and by will make the music mute,
And, ever widening, slowly silence all.
The little rift within the lover's lute,
Or little pitted speck in garnered fruit,
That rotting inwards, slowly moulders all."

Note what a calming effect is produced by alliteration, in those masterly lines of Arnold in "Rugby Chapel":

" . . . moonlit solitude mild of the midmost ocean."

Slow? Reading properly taught will, ay, must, create a taste for the beautiful in literature; and can you call any process "slow" which does that? If our children were properly trained as readers, there would be a thirst for good literature to be produced in no simpler or more thorough way. After we left school we would turn to the vast stream of English literature, deep, broad, unfathomable, and quench our thirst therein. Our Wordsworths, Goldsmiths, Coleridges, Shelleys, Byrons, Tennysons, Longfellows, Whittiers, would be dog-eared and thumb-marked from frequent handling, in-

stead of resting as they do now, dust-covered on our shelves, or lying for show on our parlor tables.

Slow? Why, what you would lose in time at the beginning, would be a hundredfold repaid in the increased powers of the pupil in all his studies. Think you, when you are disciplining his apperceiving powers for the purpose of making him a good reader, that you are not helping him to become a good mathematician, a clear-headed logician, an observant student of science? Does it not stand to reason that he will unconsciously seek the grains of truth hid in the bushels of chaff, or the little thought often well-nigh obscured by the mass of verbiage? And later on in life must he not constantly make use of these powers while he prosecutes his studies alone? To all these queries you answer yes. Yes, say I, too; and I might add, that as I have outlined the teaching of reading to-night, it is the foundation of our whole education system.

Let me hope, in conclusion, that I have given offence to no one. If there are those here who are striving to improve our Public School or High School reading by teaching along these lines, let me congratulate you; any strictures passed on our methods of instruction do not apply to you. Go on and God-speed. If there are others who do not observe these principles, may whatever of truth these remarks contain sink deep into your minds, and to you also I wish God-speed.

THE PROPER FUNCTIONS OF A NORMAL SCHOOL.

WM. SCOTT, B.A., OTTAWA.

MR. PRESIDENT, LADIES AND GENTLEMEN :—

When asked to prepare a paper for this session of the Ontario Teachers' Association, I bethought myself of the position, the institutions with which I am immediately connected should occupy in the educational affairs of this province. I called to mind that in the opinion of some, at least, they are not doing their proper work as to either kind or quality. A gentleman who is well qualified to speak on the subject of Normal Schools addressed you last year, but from a number of causes, no discussion followed, and hence, little light was shed on this complicated subject. To evoke some discussion, and if possible, to add a few thoughts, the result of a number of years of observation, to the literature of this question, is my excuse for again obtruding upon you the proper functions of a Normal School.

In the outset, I make two assumptions, without giving the grounds on which I make them. I assume in the first place that there is a science of education—that teaching has passed beyond the limits of mere empiricism—that it is an art, but an art guided by the principles of science, and hence much more is required from the young teacher than that he shall teach like his teacher.

I assume in the second place, that those who present themselves at the Normal Schools, are from a literary stand-point, duly prepared and well qualified to enter upon the course of studies that should be pursued therein ; and that their previous training has been of such a nature, as will enable them to enter at once upon the scientific investigation of the principles of teaching.

1. I would place among the duties of a Normal School, the imparting of proper pedagogic principles and their application to school work. As all principles of education have their foundation in human nature, mental, moral and physical, a knowledge of this nature must precede the principles that have their roots in it and are conditioned upon it. Hence, both psychology and physiology have their places in a Normal School curriculum, and it should be the duty of the masters to direct attention as fully as the importance of the subject warrants to the workings of the human mind, to the laws of development and growth of its various faculties, to the various exercises and subjects that are more immediately concerned in the unfolding and developing of these faculties.

If the teacher is to be more than a mere artisan, who does his appointed work from day to day, indifferent alike to the laws of

nature which he may be using in his work and to the material on which he works ; if the teacher is to be an educative force, to me it is obvious that he can fulfil his mission only when he understands the nature of the frail tenement in which we dwell and the laws which govern its well-being, so that he may duly appreciate the child's physical nature and thus avoid the mistake frequently made of subjecting him to such physical conditions as would utterly preclude the possibility of mental effort ; and further, he must make a careful study of the more precious part of man, that with which he is chiefly concerned in school,—the mind. Had the teachers of bygone times known anything of the nature of mind and the laws of its growth, there would have been fewer mistakes in the teaching world than there were. They would have known that we cannot teach *what* we like, but only what is within the child's apprehension, nor can we teach *how* we like, but only as *nature* will allow us. They would not have taught so much by rote and rule as they did, nor would they have trusted to a mere memorizing of words, and have called this giving and receiving an education. They would have known that to attempt to beat knowledge into the minds of their pupils, is subversive of the first principles of learning, dissipating and distracting their attention from the subject in hand, and violating nature's law, that the greater the number of subjects on which attention is attempted to be fixed, the less intense will it be on any one.

Now I regard it as self-evident that no one can minister to child need, can properly sway and influence him, can manage him so as to restrain and discipline but not repress his human nature, can provide the necessary exercises to stimulate all the mental activities of the child, can suit his subjects and adapt his mode of teaching to all ages and all stages of mental growth who has not an adequate comprehension of the activities of a child's mind. Hence at the very threshold of teaching as a profession—a science if you will—there must be instruction in the fundamental principles of pedagogic science, and such a knowledge of human nature should be exacted from all intending teachers as would show clearly that each has at least mastered the elements of psychology and physiology. It is clearly the duty of a Normal School to do this work skilfully and in doing it to illustrate as far as possible the principles therein laid down.

2. A knowledge of the science of education should be followed by its application to the methods of teaching the subjects of the Public School curriculum.

Here the Normal School master should show the rational application and bearing of the principles he has already discussed. He should show how best they can be applied and their ultimate bearing in the training and upbuilding of the child. It is here that the fundamental difference between the teachers of the old school and of the new shows itself. With the old "knowledge is power" and

education is synonymous with the acquisition of knowledge. I confess that this tradition is one of the difficulties the teachers in the Normal Schools have to combat. To one who has succeeded in conning over the pages of a botany so often that he can write out a description of a flower from memory, or who with every minutiae of detail can reproduce the pages of a Roscoe and Shoerleumar, I say to try to make such an one understand that he has not yet begun to study natural science is a task the magnitude of which can not be readily understood by one who has never undertaken it. With these the inculcation of facts is the be-all and end-all of school work.

With the new school of teachers, knowledge is not necessarily power. With them the developing and strengthening of the human faculties confers power. Hence with them, the mode of imparting a knowledge of a subject is of vital importance; hence the store they set upon a due and sufficient exercise of each faculty; hence the importance they attach to teaching the right class of subjects in right ways to each class of pupils, and hence one of their maxims "learn to know by doing and to do by knowing."

In dealing with methods of teaching another difficulty obtrudes itself which I fear is sometimes lost sight of, viz:—that a failure to teach well implies a failure of method. Some seem to think that a method can teach school by itself. Only a man or a woman can teach while the best method degenerates into mechanism when the teacher behind it is unable to assimilate and work it into a part of himself.

It is clearly the duty of the Normal Schools to lead in the imparting of improved methods and thus give tone to the general method of teaching throughout the Province; to suggest improvements in the teaching of this or that subject and at the same time to impress upon its students the idea that no methods however good now should be final, that one of the dangers of a teachers' profession is that of getting into the dry rut of routine and mechanism, a danger all the more imminent from the teacher thinking he has a fine method, when the subject will soon grow stale and cease to interest the teacher and of a consequence will become distasteful and uninteresting to his pupils.

3. As education has engaged human attention from the earliest times, teaching is certainly one of the oldest of the arts, if not of sciences, and as the teacher is to be an educator as such he should know what has already been done in the great field of human development. He should, as it were, stand on the shoulders of his predecessors, and while avoiding their blunders make use of their experiments and discoveries. Hence the intending teacher should know something of the literature of his chosen profession, and hence the vast importance of a history of pedagogics to the young teacher; consequently a history of education should find an important place in the Normal School curriculum.

The man who re-invents the steam engine, or re-discovers

Newton's Laws of Motion, shows that he has a master-mind, but the human family at large is not benefited. There is no step forward for the human race. So the teacher who re-discovers the principles of Comenius, Pestalozzi, or Froebel, shows he is the peer of these great educators, but the progress of truth and education is not benefited.

Again, the man who starts from first principles and refuses to be guided by those who have preceded him in the physical world may waste his time and money in re-discovering laws long since known. He alone suffers. Not so in the educational world. The empiric experiments on precious souls. His mistakes may live and grow into misery and crime. Hence the necessity of this subject, so that our future teachers may be prevented from falling into the pit-holes that have marked human progress, and, by following a course that has stood the tests of time and trial and must consequently be truly scientific and practical, may thus shun the exploded fallacies of by-gone days, and may thus be prepared to conserve the good and ready to reform what is amiss in our educational work.

4. The principles discussed and the methods recommended should be illustrated in as perfect a form as possible in the training school connected with the Normal School. This should be twofold in its nature. In the first place, lessons should be taught by skilled teachers in the presence of student teachers who should be required to note the salient points of each lesson; and in the second place, the student should be required to apply and illustrate the principles and methods already discussed by teaching classes under criticism.

The student is thus enabled to note by actual observation the results of the principles taught to him and the methods based on these principles which have been recommended to him, and thus when he comes to apply them himself they become to him real elements of power.

Then this school should be to the student all that is implied in the name—a model school—a model as to organization and discipline—a model as to grounds, buildings, apparatus, classification, and instruction. Thus this school should be to the intending teacher, each time he visits it, an object lesson on his pedagogic principles.

Again, this school should be used for testing new ideas, and for trying the efficacy of this or that new method, and thus the student will be enabled to observe the results of these experiments. It should also illustrate what can be accomplished by a class in a given kind of work, and thus the student should carry away with him correct ideas of the work to be accomplished as to both kind and quality in the various classes of our public schools.

5. Another duty of a Normal School is to give the students instruction and practice in organizing schools of various kinds, whether graded or ungraded, to apply the principles deduced from the science of education to the management of pupils, and to illustrate

as fully as possible the workings of such schools as intending teachers will be required to manage. Hence at a Normal School the students should observe the actual working and management of such a school as they themselves would subsequently be required to teach, and have as much practice in conducting such a school as the limited time will permit.

I may here remark that, while such an extended course of observation and practice must from the very nature of things prove of great benefit to the would-be teacher, I believe no school can be so organized and managed as to illustrate all the difficulties that beset the public school teacher, and the best mode of overcoming them. I believe the art of school management, perhaps the most difficult part of a teacher's duty, has to be largely learned by actual work in the school of experience. In the case of the physician no amount of clinical instruction and hospital diagnosis will enable the young physician to deal successfully with all cases, these having to be learned by actual experience, so no school, however managed, will enable the young teacher to grapple successfully with all cases of discipline. But as mistakes are likely to be much fewer in the case of a physician who has enjoyed the benefit of careful instruction and much actual practice under an experienced guide, than when the contrary is the case, so with the teacher who graduates from a Normal School, he should be well grounded in the general principles of school management and have observed how teachers of experience act in certain cases. While provision cannot be made for all cases of school organization and management, yet with a properly equipped school of observation mistakes will likely be much fewer, and assured success much more certain, and the evils consequent upon putting an inexperienced head over a school reduced to a minimum.

6. Normal schools should supply as far as may be, motives sufficient to make the students inclined towards teaching as a permanent calling, *i.e.*, they should impart professional enthusiasm.

However men of genius may differ, whether they be the physician seeking to heal the body, the lawyer whom we employ to protect our temporal interests, the minister of the gospel anxious about our spiritual welfare, or the teacher seeking to train the child, they all agree in one respect, they are always earnest and enthusiastic. Enthusiasm is the very life blood of genius, and in our calling is as essential to success as is the air to animal life. No man, no teacher can be a success without it. The enthusiastic teacher is ever active, ever aggressive. He knows he has an important work to accomplish and is ever on the look out for fresh methods, new hints, other illustrations. Every fresh difficulty to be removed inspires him to nobler endeavor. This ardent spirit, this earnest enthusiasm of purpose will enable one to overcome most difficulties, and I may say that in all my years of experience I never yet knew a really enthusiastic teacher who took a genuine interest in his work who did not "find a way or make it" to success.

Interest, enthusiasm is to us the divine afflatus. A teacher without this quality has no power, whatever may be his natural abilities. He is like a locomotive without the fire and steam to give propelling power—like a sleeping Hercules—like a Samson shorn of his strength. To the teacher who recognizes in his daily work nothing more than the rendering his pupils accurate in arithmetic, correct in orthography, fluent and graceful of speech, however important these are, and they are of great importance, teaching can scarcely fail to be anything else than a wearisome task-work, in which case, success in any high sense is out of the question.

But the teacher, who, however laborious his work may be, feels it to be a pleasant duty, a noble vocation, has no doubt realized the unquestionable truth that the moulding and training of young minds not only in intellectual culture but also in moral worth, in purity of thought, in truthfulness, in manly sincerity, in all that makes the good citizen, is as real a duty as any he has to perform, and to such, earnestness, vigor, enthusiasm, freshness will be as natural as dullness, monotony, and mechanism to the other.

The imparting of this professional spirit and the inspiring of teachers with an adequate appreciation of the importance and honor of their calling is in my opinion the *peculiar* province of a Normal School, for if this spirit be present amongst its graduates other requisites to success will not be long wanting, and without this professional enthusiasm any other qualities will simply tend to make the teacher feel more and more that "teaching is one of the sorriest of trades."

Under these six duties I have assigned, may be included in my opinion, all that justly appertains to the proper work of a Normal School. I have heard another duty ascribed to it: viz., that of providing *successful* teachers.

This means that there must be a thorough weeding out of every suspected weak student. But even if the most drastic measures are used, who can guarantee that the ones licensed will be successful? In no other profession does the diploma attempt to guarantee success. The license given by the Law Society is no guarantee that the fortunate possessor is going to make a successful lawyer, neither is the diploma of the College of Physicians and Surgeons of Ontario a guarantee that the practitioner is on the highway to fame and fortune. These simply guarantee that certain work has been done in a certain way. Success or failure lies still in the future.

In the case of the teacher there are even more difficulties in guaranteeing success. Who does not know of distinguished success in one locality being followed by indifferent success or even by failure in another? Then who is to undertake to say with absolute certainty that A. is a failure and B. a success, when subsequent events in common experience yearly prove the contrary?

In conclusion, let me say that in approaching this subject, I feel oppressed with a deep sense of responsibility towards you and to-

wards my subject. An assemblage of teachers such as I am in the habit of addressing from day to day, moulders of the men and women of a few years hence, as is largely the case, always impresses me with a feeling of great responsibility, and at the same time shows me what a grand opportunity is placed before a Normal School master. Claiming to be a teacher myself, and feeling an intense sympathy for every one who calls himself by that name, I can only throw myself upon your sympathies, and trust that I may have said something that will be of benefit, and that in the discussion that I hope will follow, I may hear something that will be a source of profit to myself.

ECONOMICS.

W. A. DOUGLASS, B.A.

Economics is defined to be the science of wealth. Wealth consists of houses, furniture, machinery, commodities, that satisfy some desire, or gratify some appetite. If, therefore, the student when he learns that economics is the science of wealth, imagines that it is the science of these commodities merely, he forms an exceedingly narrow and erroneous idea of the subject. When, however, we ask the question, whence come these commodities, by what co-operating agencies, by what factors have they been produced? Then he begins to get a wider idea of the subject.

There is a coat. The wool of that coat was, in all probability, a few months ago, on the back of some sheep roaming the plains of Australia, or the pampas of South America. From the time that it was raw material until it became the finished article, a host of agencies were called into play; the men who tended the sheep, the men who clipped the wool, the carders, spinners, weavers, cutters, and the men who fashioned the garment. In addition to these, we have the men who transported it round the globe, by land or by sea, the railway men and the sailors. Then again there are the men who constructed the railways and built the ships, those who planned and devised these structures, and others who added to our knowledge, whereby these constructions have been brought to their present condition of perfection.

When once the attention of the student is called to these facts he then begins to learn something of this complex, interlaced, acting and reacting, wonderful piece of mechanism which we call human society—a mechanism so wonderful, that I have no hesitation in endorsing the language of Professor Newcombe when he states, "I have studied a great many things in the heavens and on the earth, but nowhere have I found anything more marvellous than this social organism." Economics not merely treat of wealth, but also of the organization of human society.

Then again, when we ask the question, why is it that man takes the present method of procuring supplies? Why is it that the shoemaker confines his attention to making shoes, and trusts to the rest of mankind for his food, clothing, and other necessaries, just as implicitly as he trusts to the sun for his light? Why is it that he does not obtain all these things for himself? When the student is asked to consider these questions, then he finds that he is studying human nature; at least so far as humanity is affected in its desires to satisfy its wants. Economics therefore is not merely a study of

wealth and human organization, but also a study to some extent, of human nature.

When we further enquire, why is it that mankind forms itself into an organization? Why is it that each man instead of procuring his own supplies directly, follows some single pursuit, trusting to the rest of mankind to obtain for him the other things that he wants? Why is it that we construct railways, establish steamship lines, telegraphic and post communication, so as to procure our supplies wherever nature and other circumstances combine to produce them, in the best and easiest way? When we ask this question we find that man is acting according to certain impulses, namely, a desire to obtain everything in the greatest abundance, and an equally strong desire to procure his supplies with the least possible exertion; that he is striving to obtain the maximum result with the minimum effort.

So far I have dealt only with the production of wealth. We now approach another department where it is necessary to step with the utmost caution; for we approach the fields of contention, where the great controversy of the future is to take place. I refer to the division of the products of labor.

When mankind undertakes to produce wealth he finds himself confronted with a simple physical law, and he finds himself at the same time guided by certain natural impulses—nature furnishes the raw material, man wants the finished article, nature furnishes the ore, man wants the fabricated metal. Between that raw material and the finished article there must be toil. That is the price which man must pay to obtain satisfaction for his wants. The decree of nature here is inexorable, toil or die. Then under the influence of the desire to obtain the maximum product with the minimum effort, he applies all manner of devices to utilize the physical or mechanical forces, and to improve social organization. These are the forces that control mankind when *producing* wealth.

But when we come to the division of produce, we find ourselves brought face to face with certain great ethical principles, principles of right and wrong. The desires that nature has implanted within us, guide us aright when we *produce* wealth, but when we undertake to *divide* wealth, then we are to be led by considerations of right and justice, and, whether we wish it or not, we are placed in this world in such circumstances, that the division of the product depends upon our judgment and upon the legal enactments that follow from that judgment. To many, this may seem like a very rash statement, but a little investigation will show that the division that is made of the wealth of the world—so much to toilers, and so

much to the rest of mankind, depends on our legal enactments. Such being the case, we at once see the position of tremendous responsibility in which we are placed, and how necessary it is, that in order to do justice, in order to establish righteousness in the division of the wealth of the world, we must understand very thoroughly the question of property and the rights of humanity. We are now blessed with the power to govern ourselves. Our laws, however, can never rise above the intelligence of the people. Without an understanding of the forces involved in the distribution of the wealth, we must egregiously fail. We now are entrusted with a power whereby we may by our laws, despoil the producer, condemning him to degrading poverty, while we may grant the wealth produced, to those who have done little or nothing to aid in the production. We may thus split society in twain, carrying one part to superabundant luxury, while we condemn the other part to impoverished toil. Or by wiser ordinances, we may organize society so that it will develop harmoniously and symmetrically, because founded on principles of justice.

Turn your memory back for a couple of centuries to the history of France. At that time she was foremost amongst the nations. With her compact territory in the Western portion of Europe with her hand grasping Holland to the North and claiming Spain to the South, in possession of the largest portion of this Continent, and also holding England in vassalage, she shines out in her most glorious splendor. Let us step within the precincts of that glorious residence, Versailles with its palaces, its long stretches of avenues and canals, its well kept lawns and gorgeous gardens. It may be at eventime, when the overhanging trees are bedecked with lanterns, the courtiers in gay dresses are either lolling in carriages, rolling easily along the avenues, or in equally easy luxuriance in the boats on the canals. Step within the palace, there seated at the table is the King, surrounded with princes, marquises and dukes. Here is an assemblage of the most brilliant, who stand foremost in arms, in art, in oratory, or in literature; on the table are piles of gold, for they are gambling, and everything around the scene betokens the luxuries of superabundant wealth. It is a veritable fairyland, as though riches dropped like manna from heaven. But alas, when we step outside the precincts of this enchanting ground, what a contrast! There we see the reverse, a populace steeped in the most degrading poverty. Bearing the burden of an extravagant monarchy, an idle aristocracy and a costly church, the peasants' life is one continuous round of toil and want.

Born to be men, they are reduced by their circumstances to the conditions of beings, whose one desire for existence develops more that is wolfish, than what is manly. Thus oppressed, degraded, rendered unfit for government by being deprived of the exercise of governing, at last they turn upon their oppressors in that whirlwind of delirious revolution that so sadly stained the close of the 18th

century. It was the revelry of human passion 'begotten by the oppression of ages. Here are the terrible results of unjust distribution of wealth. I am well aware that other factors were operating at the same time, but undoubtedly bad distribution was one of the unquestionable forces in producing that awful catastrophe.

And if to-day we step into that part of the world where populace is most dense, where science, art, and literature have attained to their highest development and where wealth is concentrated in the greatest abundance, there we may witness the widest extremes—monstrosities of wealth at one end and monstrosities of poverty at the other. There are the palaces of the Bedfords, the Westminsters, and the Portmans, and there alas within a stone throw are the pitiful miseries, the festering vices, and the loathsome degradation of Whitechapel with its putridity of barbarism and its pestilence of vice.

It is a common notion that all these effects, these marvellous contrasts are simply the result of individual action. Allow me to tell you that the distribution of wealth which makes such extremes as these, depends upon our statutory declarations, upon the laws which we frame, or which we maintain, and one of the most tremendous responsibilities of humanity is the determination of the method of distribution. On this Continent, we have imported the laws and customs of the older world, and we are rapidly developing in precisely the same lines. Our civilization, with our present arrangements, will be but a repetition of that which has produced such evil fruit in the older world, and if we wish to produce a better civilization, it must be by framing wiser laws, and the wisdom of these laws must depend upon the amount of investigation that we give to problems of this kind.

There are two things to which I would like to direct your attention:—

FIRST.—Is this subject of sufficient importance to demand a place in our school course?

SECOND.—Is this study of such a character that it can be successfully taught in our schools?

Though the remarks that I have made give but a very meagre sketch of the science, I hope I have pointed out to you how overwhelming important this subject is. Without knowledge of it, our efforts to properly regulate human society must inevitably fail.

As well might a physician try to remedy the diseases of his patients without knowing the laws of Physiology, or without any acquaintance with Anatomy. We try to introduce the student to the beauties, the grandeur, and the harmony of the heavens, but though he should be ignorant of these, the stars would still pursue their course, and the planets still continue undisturbed in their orbits. Man's laws have no effect on the motions of the heavenly bodies. But ignorance of Economics must be fatal to the development of civilization. This science presents to us one of the grand-

est, and one of the sublimest of studies, which if pursued will yield a harvest the richness of which cannot be overestimated.

As to the possibility of this subject being successfully taught in our schools, it presents no more difficulties than are to be found in the teaching of Grammar, Arithmetic, or Geography. Of course, to expect the pupil to go into the higher problems would be just as foolish as to expect him to undertake the study of quaternions, or of the calculus.

In teaching this subject it is of vastly more importance *how* it is taught than *what* is taught.

Roughly speaking, we may divide subjects of study into two classes. First, those which depend principally upon the memory. Second, those which depend principally upon the reasoning faculties. In the first we may include History and Geography. In the second are Arithmetic, Algebra, Geometry and Logic. Economics belong to the latter class of studies. As these two classes of studies depend upon two different faculties, the method of teaching should be very different. No amount of cross-questioning can develop in the mind of the pupil the idea that William the Conqueror came to England in 1066. That is a fact which must be communicated to him, and which must be lodged in his memory, but when we come to the question of Economics, the student is already acquainted with a large number of the facts, and the principal duty of the teacher is to enable him to deduce the relationship of these facts, to enable him to co-ordinate these facts.

Allow me to give a brief description of two different teachers and their classes, and pardon me if I give exaggerated cases, in order to bring into stronger contrast the two different methods of teaching.

Teacher number one assigns a lesson—so many pages to be read and committed to memory—the time for recitation having come something like the following takes place.

"What is wealth?" asks the teacher.

"Wealth consists of those commodities that possess exchange value," replies the pupil.

"And how many conditions are necessary to exchange value?"

"Three."

"Name these three conditions."

"First, utility; second, exchangeability; third, scarcity."

"And what do you mean by utility?"

"The power to satisfy some desire."

Thus proceed question and answer. the pupil trying to store in his memory and repeat parrot-like the words or ideas of the text book.

Teacher number two proceeds in a different fashion. On the blackboard he writes the word "potatoes," beneath this he writes the word "digging," and between them draws a line, so that they stand in the form of a fraction thus—

$$\frac{\text{potatoes}}{\text{digging}}$$

Now by a few questions he obtains from the pupils the fact that the first cultivators of potatoes, with their rude implements and ignorance of agriculture had to do much digging to obtain but a small crop of potatoes, but that with better implements, improved fertilizers, rotation of crops, we now obtain more potatoes with less digging so that the relation of these terms has been continually changing, the numerator increasing or the denominator diminishing, as may be thus represented.

potatoes
DIGGING

POTATOES
DIGGING

POTATOES
digging

"Does this indicate an increase of wealth or a diminution of wealth?" asks the teacher.

At this point the teacher lets the pupils do their own thinking. It would be unfortunate however to accept at once a rash answer, even though right. Let the process be reversed, and what would be the result? Suppose that in the course of years such a change took place that at first with a day's digging of one man we could obtain a bushel, but that through some change of climate, soil, etc., it required a year's toil to obtain a bushel, would this be an increase of wealth? At once the pupils will perceive that between these two terms, "potatoes" and "digging," or "product" and "toil," there is a relationship, and the teacher will have started them in the right way to solve problems for themselves.

The first teacher develops the memory and neglects the understanding.

The second develops the understanding and uses the memory as far as is required.

The first develops an intellectual mullosk, trying to throw out its tentacles to cling to the support of some authority, a weakling resting on crutches, waiting to be led or misled by some demagogue.

The second develops a student with an intellectual backbone, and a power whereby he learns to scale the heights and depths of economic problems.

I need not indicate to this audience which is the preferable of these two methods of teaching.

THE DEVELOPMENT OF CHARACTER BY ORDINARY SCHOOL EXERCISES.

REPORT OF AN ADDRESS BY R. K. ROW, KINGSTON.

Comenius has said :—"The end of all education is the development of character." Many teachers take exception to this proposition, but see no objection in the more commonly stated one :—"Education is the harmonious development of the whole man, physical, intellectual and moral." This latter expression of a great truth is taught in every book on the principles of education, in every training school for teachers, in every educational paper, at every teachers' meeting, until all teachers assent to it, and few believe it. For mark you, these two propositions are identical. Character is what a man is, character is the whole man ; hence when you assent to the common definition, "Education is the development of the whole man," you virtually assent to that state by Comenius, "The end of all education is the development of character." You assent to it, but do you believe it? I should like to feel that the members of this body, representing the foremost teachers in the Province, do believe, (by live—live by), this great principle. I should like to feel that you keep constantly before your minds day by day that the end, the one great purpose, of *all* your work in school is the development of the character of your pupils. If you have that single purpose you ought to love one another very dearly ; it ought to be a very strong bond of union ; for you are probably about the only ones in Ontario. You ought to form a society for the dissemination of your doctrine. Listen :—If you really have that conception of your work, you have the noblest calling entrusted to a human being. No minister of the Gospel has such opportunities for doing good as a teacher with this high, consecrated ideal of his work.

It has often occurred to me that with many teachers the end of all education is the passing of examinations. In our public schools, the end, the one purpose, kept constantly in view by teachers and diligent pupils, is the promotion examinations from grade to grade ; in the fourth class, the end is the High School entrance examination ; in the High School, the end is the examination for teachers certificates or university matriculation ; in the college with some professors and not a few students, the end is graduation. Now do not suppose I quarrel with examinations, they are necessary ; but unless they can be made to measure power developed, they should not be the end of our work.

Character, the sum of all the elements and qualities that make up the man. How is it developed? Look at yonder tree; of what does it consist? One says, "Of roots, and stem, and leaves." Another says, "So many pounds of carbon, so many pounds of oxygen, so many of hydrogen, so many of nitrogen," etc., etc. But yet another who has looked deeper, says, "That tree as it now stands is the resultant of every particle of soil taken up by its roots, of every drop of rain and dew that has ever fallen upon it, of every particle of air taken in by its lungs, of every ray of light and heat that has come in contact with it, nay, more, the strength of its fibre partakes of the strength of every breeze that has ever blown upon it." That is the tree as we now see it. Nothing has ever been lost. Just so with a man. He is not only the resultant of every particle of food and drink taken into the body, under right conditions, of every breath of air, warm and light, or dark and cold, but there is in him now the resultant of every action performed, nay, more than that, of every thought conceived by his mind. Nothing has ever been lost in the formation of that character. Listen:—Heaven has no recording angel, has no need of one. Man writes the record of his life in minutest detail upon his character, his soul, and that is always an open book to the all-seeing eye of the Father.

Granting that children are born with inherent tendencies and that when they come to school these tendencies, good or bad, are much strengthened, you will all, I think, acknowledge the value of training in the information of character. In many old orchards in western Ontario, all the trees incline toward the east, because they have been subject to a prevailing west wind. Farmers and fruit growers now plant trees leaning toward the west so that the continual influence of the wind may only make them erect. So with young character, if there seems a natural inclination to evil it requires a prevailing wind of good training to correct it. But some teachers say we have not time for moral training; we must leave that to the home, the Church, and the Sabbath school. Listen:—You can't help it if you try. Character of some kind is being formed every moment whether you will or not. Every action (not automatic) is preceded by a thought. Thoughts lead to actions, actions repeated become habits, and the sum of all our habits is our character. There are just two ways for a teacher to get away from the responsibility of developing the character of his pupils—make them lunatics or kill them. Every moment that a human being lives and thinks, his character is growing.

The question for the teacher to decide is,—what are the elements of a *good* character and how can these be developed! It would take much space to name all, but we shall probably agree that obedience, kindness, love of truth and honesty, industry and temperance, are among the essential elements of a good character. I shall not pretend to treat the training of these in any order of importance, because on that point there is much room for differences of opinion.

Obedience—what a beautiful characteristic is this. Flowers, those voiceless angels grown to earth, are not half so sweet to me as dutiful children. And yet the principle of the development of this quality is as simple as possible. Children learn to *obey* by *obeying*, and to *disobey* by *disobeying*. There is no exception to this law. The teacher who values this quality in character will always, (not sometimes, when in an exacting mood), will *always* insist upon obedience. Certainly it requires tact and judgment to ensure willing, cheerful obedience, but repeated day by day obedience becomes easy, and finally becomes a fixed habit of the character. Then the spirit that has bent to the will of the teacher and the parent, will with increased knowledge bend to the will of the great Teacher and the Father in Heaven.

Many parents and not a few teachers think that some children cannot be made dutiful and obedient unless the will is broken. Error of errors! Did you ever see a creature with a broken will? I have, and I know of no more pitiful sight. It is a broken bow which the archer has cast away. Two or three years ago, the steamer Alexandria, coming up the St. Lawrence, broke her main shaft. As I saw her towed up by a little tug, I thought.—there is a creature with a broken will. Utterly powerless; completely at the mercy of a little wilful thing one-tenth her size. Yes, I know a young lady with a broken will. Her mother by adoption, bent it double round her own every day for years until it had lost nearly all its power to resist. Finally an enforced, hateful marriage completely broke the frail thing. Now I can scarcely think of her without a sigh. She is to me the very goddess of despair. A broken will, some say a broken heart, I shall not attempt to make the distinction.

The will,—why it is the mainspring in a watch, it is the motive power, the *go* in a man. It is the source of all industry, application, push, pluck, perseverance. It is the only power by which we ever accomplish anything. You cannot have too strong a will. When a man's will, or a woman's will not, seems too strong it really is not so. The trouble is, some other faculty or quality is not strong enough. Perhaps it is sympathy or judgment. The remedy is not to weaken the stronger but to strengthen the weaker.

Obedience and will power are essential to *Industry*. This I regard as a very important stone, a corner stone in a good character. It has seemed to me that probably nine-tenths of the poverty and degradation and crime in civilized nations can be directly traced to habits of idleness, to laziness. And yet industry is essentially a habit. Did you ever know a little child that was lazy? Among the hundreds I have known quite intimately I cannot recall one lazy one. Where, then do all the lazy men and women come from? I'll tell you and you need not make a secret of it. They are made lazy by a process of education. They are *trained* to be lazy and some one is responsible. Some one has trained the members of

that group of young men loafing at the street corner, smoking, chewing, swearing, plotting mischief, somebody trained them for just that kind of business.

Some one trained that young man for his career as a burglar. Some one is responsible that that man has no higher sense of the responsibility of life, no higher aim than to sell whiskey or tobacco. Some one trained that girl so that she prefers the most sensational novel to the most interesting chapters of history; or this young lady so that she can make most delicious taffies and creams, but could not broil a steak or bake a loaf to save her life. Some one is responsible that yonder idle woman has a nature so depraved that she prefers to fondle a miserable brainless pug to a sweet infant smiling with its recollection of Heaven. Training! Training! What marvellous possibilities of human development can be worked out through training! Oh, fellow teachers! did you ever stop to think as your pupils sit before you idle, or at distasteful tasks that make them hate work, did you ever stop to think what kind of characters you are building.

Little children love to do, they enjoy exercising their faculties and we have but to direct them in suitable kinds of employment to strengthen that love, and to develop with it the love of accomplishment. Make it an absolute rule to allow no time for idleness. Better a half hour of active, interesting work, and a half hour in the play ground, than a whole hour spent over a half hour's work. Better singing, marching, picture-making, any kind of interesting exercise, better beyond all comparison than idleness.

Again, if the work is distasteful to a child not already spoiled, there is something wrong with the kind of work, or the way it is presented. Generally a child likes to do what is suitable to its age and stage of advancement. All along the line of our school work we have been having too much verbal memorizing and guessing, and not enough *seeing* and *doing*. Little innocent children have been crammed with large doses of partially comprehended facts, until, in the course of nature, reason and judgment began to assert themselves, then the mental stomach refused the "Prepared Food for Infants." We fold our hands and wonder why children take a dislike to school and study.

With the child's love of activity, there is a very strong love of change which we must restrain, and in its place develop the love of accomplishment. Thoroughness is not natural to childhood, but the germs generally exist. They need the warm sunshine of encouragement to develop them. You remember the pleasure you used to feel in a finished piece of work. You know the great satisfaction you now enjoy in an accomplished purpose. Until this becomes a habit it often requires a special effort of the will. With children the will of the parent or teacher must for a long time come in as an aid to that of the child. We must encourage in every possible way, the finishing of that which is begun. We must accept

no-incomplete work. After a time thoroughness will become a fixed habit of the character, and will need little further attention.

Now a love of accomplishment leads to the exercise of perseverance in the face of difficulty, that habit of stick-at-it-iveness so essential to success. I know a class of boys who selected for their motto, "We'll find a way or make it." The teacher arranged it on a large card and hung it before them. I cannot tell, perhaps I have no idea myself, how much some boys were helped by that simple device. Something more than a mere motto is needed though. Boys and girls must be led to *face* difficulties and to overcome them. They must be backed up with all needed encouragement, but never, *never*, NEVER, lifted over them. It makes me sick to hear a class of children ten, twelve or fourteen years of age say, "We can't do that, teacher never showed us that." My heart leaps with joy when one out of such a helpless crowd says, "Let us try it."

Akin to the habit of thoroughness is the habit of neatness. The motto of the graduating class of the Oswego Normal School this year was "Not how much, but how well." While this covers all the ground, you see how beautifully it applies to all manual work. The teacher should accept no careless work. Commend every effort that shows care and painstaking. Above all lead your pupils to do their very best at all times. A boy will seldom say he has done his best when he has not and if you really expect it you can get it. Watch a child doing his best work. It is a beautiful sight. All his energies concentrated on one purpose. His eye sparkles, his face is aglow, his brain seems to bulge out in places as the faculties are exercised, his soul seems to grow as you watch him. And so it does, it is only when we do our very best that we really grow.

Associated with industry, perseverance, and painstaking is *punctuality*, a habit which schools may do much to cultivate but which, in many cases, is wofully neglected. A boy who is habitually late at school will be late at the office, late at church, late in meeting engagements, late in meeting his notes, and a failure all through life. How much time is wasted because somebody is late. How many of the opportunities of life are lost through the habit of tardiness. Make your pupils feel that it is their *business* to be punctual. Make it disgraceful to be tardy. Create a spirit against it.

With these good business habits that I have touched upon, life may still be a failure without *love of truth* and *honesty*. *Truthfulness*. There is a great deal of lying and deceit in this age. Why is it? Children are naturally very frank, trustful and trustworthy. How do they become untruthful, deceitful men and women? Did you ever consider what kind of children are most apt to become deceitful? Is it not the cowardly child or the timid, nervous, physically sensitive child? I think so, and I think the *fear of punishment* is the direct cause of lying and deceit among children. Here is a little boy five years old, this is his first week at school. He has always had full confidence in father and mother but he does not know his teacher

very well. He regards with some awe the stern man who keeps so many boys and girls so quiet and orderly. Thoughtlessly he speaks to a seat-mate. The teacher turns sharply about and says,—“Talking, Willie?” The one strong impulse is to avoid punishment and before the voice of conscience can be heard the lie is told. He escapes the dreaded punishment, but the moral sense is dulled, and it is easier to tell a lie the next day, still easier the next and so it goes on, day by day, week by week, year by year; until what should have been a rock of truthfulness has become a crumbling mass of deceit. What is the remedy? Remove the cause, *fear of punishment*, and you will do much to correct the evil.

Honesty. One great source of dishonest practice in schools is the habit of copying. There is a time when it is quite innocent, when the child gets help from his seat-mate's slate as he would get it from the blackboard. Soon, however, it is not innocent, it saves the trouble of independent effort, it becomes a habit, the child forgets the pleasure of doing for himself, his self-reliance rapidly disappears. All his work in school or at home must be compared with that of another. Then at examinations he sees no great harm in using notes, or a text book, or in copying from his neighbor's paper. He writes his own excuse for absence, he invents excuses to get spending money, he deceives his mother; his home life becomes a living lie like his school life. Leaving school, he obtains through the influence of his friends, a position of trust, and for a time the new-responsibility does him good. But pay day does not come often enough, and he appropriates a little of his employer's money, paying it back at the end of the month. After a while this re-payment is deferred and the books are made to lie also. After months, or perhaps years, suspicion is aroused, there is an investigation, an arrest, and the Judge says, “Five years in Prison.” His friends and the press says, “*What a fall!*” Was it a fall? I hold that no man ever *falls* morally. If that young convict has not lost his memory he can look back and see every step down the hill. His body had been going about on the high plane of respectability, but his character, his soul had been going down, down among the criminals. The trial showed the judge where it was and the body went down to join it again. The fall was in reputation, not in character.

How could this have been prevented? By guarding the early years. Not by removing all temptation, but rather by helping at the right moment, by leading to the exercise of self-reliance, and the actual practice of the principle of honesty. Trust your pupils but make it easy for them to do the right, trust them but be very watchful to detect a false step, that it may be corrected. Above all, beyond all, inspire them with most perfect confidence in yourself. I know teachers who are obliged to play private detective every time a window pane is broken. I know others to whom pupils report all such accidents voluntarily. The difference is not in the pupils but in the degree of confidence, the sympathy between teacher and class.

Kindness, mercy, charity, sympathy, all those qualities that tend to mutual helpfulness, that helpfulness which is more than half of a Christian life,—kindness is all I have time to refer to, and that only briefly. School life, in work and play abounds in opportunities for its exercise. To reach all it should be a spirit radiating from the teacher and permeating the whole class. Selfish pupils must be led, not driven to do the unselfish thing again and again, until they know the joy of it, and until their selfishness becomes dwarfed through want of exercise. The mean boy must be led to acts of generosity day by day, until enlargement of the heart becomes chronic. In all, the spirit of kindness should prevail. This can be for I have seen it, and I know of no more elevating influence.

In conclusion, if you forget all else remember this: Every thought and action of your pupils leaves its impress on their characters. How they write a line of dictation, how they put down the solution of a problem, how they sit at their seats, how they stand, how they march to and from their classes, the spirit in which they work or play, nothing is lost upon their character. Character, character, the eternal part of man, the part capable of infinite development in this life and the next. Character, for which the Great Teacher gave His life in loving sacrifice, and for which we as true teachers must give our lives in loving, faithful service.

ADVANCED ENGLISH SCHOOLS IN RURAL DISTRICTS.

BY J. H. SMITH, P. S. INSPECTOR, ANCASTER, ONT.

MR. PRESIDENT, LADIES AND GENTLEMEN,—

To-day I can adopt almost the exact language of St. Paul, and say that I am happy to be called upon to discuss certain matters that pertain to the welfare and happiness of the farming community, because I know that you, Mr. President, are an expert in all things that concern them, that will add to their usefulness and increase their prosperity, for from your youth up you have been intimately associated with them, you know their wants, and sympathize with their noblest aspirations. It is therefore a more pleasant duty for me to introduce this matter to the consideration of the members of this Association than it would be under different circumstances. The thoughts that I shall present have been floating through my mind for some time past, and though they may be somewhat crude in form, yet I trust there will be found sufficient truth in them to merit some discussion. I do not for one moment entertain the idea that I shall say all that can be said favorable to the proposed scheme, nor do I flatter myself that I am capable of answering all objections that may be raised to the details as now developed, for I am fully persuaded that the principle underlying this subject is sound, and merits our most thoughtful consideration. Our educational work has been rapidly developing of late years, and something of this nature is required to round off and fill out our otherwise admirable system.

The age in which we live, when compared with those of former times, has not inaptly been called the practical or utilitarian age. Old ideas and old theories are respected, not for their age alone, but for their inherent value. Everything is now subjected to the keenest criticism, the most rigorous scrutiny, as well as the most searching analysis. Whatever fails to respond affirmatively to these tests is cast aside as of little or no value, while that which passes this ordeal successfully is valued more for its worth in the every day affairs of life than for any other specific quality. Theories, as theories are quietly falling into the rear in the march of mind, while the van is being crowded with common sense thoughts and matter-of-fact conclusions. The dust and cobwebs of centuries are being brushed away rapidly, by the ruthless hand of practical utility. In science in art, in literature, in education, in fact every-

where, things that are hoary with age, and venerable with years, fail to command the respect once accorded to them. It seems as if the decks are being cleared for action, and that we are entering upon another and more important phase of that great struggle, the struggle between right and wrong, between intelligence and ignorance. Apparently the command has been given to close up the ranks, and prepare for action. Even among the most highly civilized nations, there are great problems to be solved, problems of civil government, of the relation that capital and labor should bear to each other, as well as those that bear specially upon the renovation of society in many of its most important features.

And while I would not for one moment under-estimate, or seek in any way to depreciate the value of the other agencies engaged in upbuilding society, and elevating the great masses of mankind, yet I feel that in this work as in the solution of the great problem referred to, the schools of the future are to play a very important part. The sphere of their influence is steadily enlarging, but not to the extent it should be, nor with the force they can and shall command. Our present school system, though practically less than half a century old, has brought our own fair Province well to the front among the nations, and has given us a world wide reputation. And now that the pulsations of a national life are beginning to throb through the arteries of our young country, the need of trained and cultivated intellect, of high aspiration and noble endeavour must be apparent to every thoughtful person. Nor should these advantages be limited to the few who may enter the learned professions; they must permeate the whole of society, for to quote the words of the late John Bright:—"Palaces, baronial castles, great halls, stately mansions, do not make a nation; the nation in every country dwells in the cottage."

And how are these things to be obtained? and in what way shall we reach the nation that dwells in the cottage? Evidently the schools must become an important factor, for they can be so located as to reach the people, and become centres from which much good shall emanate, while the teachers shall become trustworthy agents in this great and noble work. I have unbounded faith in the work done in the school-room, and the utmost confidence in the integrity and unselfish devotion of the teaching profession. One of the greatest and most important interests of this country, the education of the young is now confided to their care, and they are proving themselves worthy of this great trust. Politicians will of necessity work for party advantage, and in their anxiety to score a party victory may even sacrifice some of the dearest and most cherished interests of our country.

But no such temptation beset the pathway of the teacher. Dealing as he does with the intellectual and moral natures of those who are to shape the future destinies of this land, he eschews the schemes and devices of the political partisan, and seeks to unfold

in all their fulness and power the hearts and intellects of those who are to be our successors, in developing the resources of our native country. This is his great work, and none but the noblest and best in the land should be entrusted with it.

If the trend of the times is toward the practical and useful in our educational work, and I am decidedly of that opinion, then I can see no reason why a class of schools, specially adapted to meet the wants of the farming community should not be established throughout our rural districts, but on the contrary there are strong reasons to be urged in favor of such a step. Our High Schools and Collegiate Institutes situated as they are, usually in some centre of population, do not meet the wants of these people, either as to location or course of study. These secondary schools, as a rule, are so inconveniently situated as to render them almost valueless to the great majority of farmers, as places of intellectual culture for their families. It is true that there are quite a number from the rural districts who attend these schools, but they are either the children of well-to-do farmers, or of those who are prepared to sacrifice a great deal for the education of their families, and who desire to fit their sons for one or another of the learned professions. Looking at this matter fairly from whatever point of view we may select, there is only one conclusion at which we can arrive, and that is, so far as location is concerned the present system fails to meet the reasonable requirements of our agricultural population.

The course of study is not such as to commend itself as being well adapted to meet the intellectual culture necessary for those engaged in agricultural pursuits. There is a strong belief in the minds of not a few of the leaders of our educational thought, that only certain subjects of study should be used as instruments in training and developing the mental faculties. But to me it seems more reasonable to suppose that true intellectual culture can be and is best obtained by the study of those subjects which naturally belong to the line of life which the student purposes following. This has been recognized in the past, and is now to a limited extent acted upon in the preparation of the course of study for these secondary schools, because in the curriculum there are now four optional courses open to the student:—a classical, a modern language, a science and a commercial course. It does not require very keen discernment to see that these options furnish valuable information and useful knowledge to the student in preparing him for his life work, and that they are selected for their utility.

The principle of utility has been acceded to by our educational authorities, but only to a limited extent and that directly in the line of preparation for the learned professions or commercial life. Nothing is being done to keep the young men of talent and education on the farm, or induce them to take up the study of agriculture as a life calling. The facts seem to point in an entirely different direction, so that the farming community are looked upon as the

great recruiting ground of the professions and commerce. No one can look into the early history of the leading men in commercial, professional and political life, without finding that either they or their fathers were closely connected with farm life.

Now if it be true, and in our opinion the evidence points strongly that way, that many of our best young men forsake the farm, and seek advancement in one or other of the learned professions, there must be some cause for it. If, therefore, we can diagnose the case with sufficient accuracy to determine what some of these causes are, then we have made some progress toward a solution of this problem. There are two primary causes to which we may fairly assign the bulk of the evil complained of. These briefly stated are: (1) There is a desire common to the majority of mankind to avoid manual labor, and secure what to them seems to be a more genteel or respectable means of earning a livelihood; and (2) The influence exerted by our educational system aids in perpetuating this view, by directing the mental activities of our young people along the line of the learned professions. These two causes are very closely connected, and seem to be inter-dependent the one upon the other.

In regard to the first we will simply pass it by as not bearing directly upon our educational work, and turn our attention more particularly to the second. In considering this statement we are led to enquire, 'Is it true?' and our answer is that the general trend of our educational work is directly in the line of the University, and hence toward the learned professions.

"It must be apparent to the most ordinary observer that the great part of the work done in our high and public school leads directly towards a professional career. The idea is rapidly spreading that in these schools the best interests of a large number of our young people are to a greater or less extent sacrificed to conform to this tendency in our educational work, and the time has arrived when we should ask ourselves the question, Whither are we drifting? This tendency will be more clearly seen if we look somewhat carefully at the various examinations candidates are required to pass, and the direction in which these are leading our young people. The lowest is that for admission into our high schools, and the course of study in our public schools is so arranged that pupils of twelve or fourteen years of age, if reasonably well taught, have but little difficulty in passing this ordeal. Next in order comes the literary examination for a public school teacher's certificate; then follow the matriculation examinations in law, medicine, divinity and arts. Now it will be observed that these examinations are literary in their nature, and are based upon the somewhat broad and comprehensive course of study prescribed for our high schools. The combined influence of the course of study and the associations surrounding the student while attending school lead directly to either a professional or literary career in life. Recent changes have placed the teacher's examinations more directly on the line of a University course than

formerly, and now first-class teachers' certificates are granted to students who reach a certain standing in the University course. In addition to these purely literary schools, there are normal and model schools for training teachers, and medical, theological and law schools for students desirous of entering any of these professions. Should any further arguments be necessary to prove the statements already made, we have only to turn to the official records for their confirmation. From the last report issued by the Minister of Education for 1887, we learn that there were 15,344 pupils enrolled in the Provincial high schools. Of these 1100 were preparing for matriculation into one or other of our Universities, 723 for the learned professions and 5777 for teachers' non-professional certificates; making a total of 7600, or nearly 50 per cent. of the total enrolment. Against this we have 1733 who are taking up the commercial course, *and not one solitary student devoting himself to the study of agriculture.*

From what has already been said it is quite clear that these secondary schools, whether we look at their location, the course of study pursued, or their influence in determining the vocation to be followed by the student in after life, do not meet the demands of to-day in the matter of the education of farmers and their families. We have therefore to look to some other source of supply to meet this demand, and the only other source available is the Public School. These schools fully meet this demand so far as convenience of location is concerned, but fail so far as the course of study is concerned. Scattered throughout this Province are to be found upwards of 5000 purely rural schools in which are employed nearly 6000 teachers. In about 700 of these schools, owing to the largeness of the attendance, two or more teachers are required to do the prescribed work, while in the remaining schools, only one teacher is employed. If in these rural schools then, the prescribed course of study is fairly well carried out, then the limit for Fourth-Class work is sufficient to tax the energies of our best teachers. Neither the time, nor the attention can be given to the advanced studies prescribed for Fifth Class work, without neglecting something else equally as important. Much less can time be found for the special studies necessary for the proper education of farmers, without almost completely changing the course of study as well as the limit table now prescribed for the Fifth form.

The Public Schools as at present organized and managed are not sufficiently broad and comprehensive in their course of study to meet the present and future requirements of education in our rural municipalities. It is certainly an open question, and one well worthy of our most careful consideration, whether it is advisable to interfere in any way with our Public Schools, more particularly with the work done in the first four forms. The course of study for these classes is sufficient for the pupils for whom it is prepared, but not for a complete education, nor for such an education as every

pupil in our rural schools should receive. It therefore seems necessary, view it from what point we will, to establish at convenient places in our various rural municipalities, a class of secondary schools in which agriculture and kindred subjects pertaining to farm life should be recognized as the principal subjects of study. The following sketch was prepared for, and published in the *Live Stock Journal*, of Hamilton, by the present writer:—

“To make our meaning clear and prevent any possible misunderstanding as to the nature of these schools and the class of work to be done, it may be as well to explain more fully the following points. (1) Under whose management shall they be placed? (2) What shall be the length of each session? (3) What shall be the course of study? (4) How shall they be supported? It may be as well to state that we shall consider the two classes of schools, rural and urban separately, and shall proceed to answer these questions as they bear upon rural schools. Now in regard to the management, the writer would place these under the charge of township boards in municipalities where such boards exist, and in all other municipalities under the jurisdiction of the township councils. These boards or councils, as the case might be, should have power to use any schoolhouse in the municipality, or the township hall, for holding such school or schools. They should have power to determine the number of such schools, the location of them, the employment of properly qualified teachers, and furnishing the necessary equipment for the proper conduct of such schools. They should have authority to provide means to meet the necessary expenses, either by levying a rate on the assessable property, or by applying to the municipal council for the amount required. In regard to the length of the sessions, it must be borne in mind that these schools are intended for boys over 14 years of age and for young men, so that they will necessarily be winter schools, to be opened say about the 1st of November and closed about the 1st of May. This will enable these young people to attend an advanced school during the winter season, and leave them free to assist on the farm during the busy summer months. To anyone acquainted with farm life, especially in the older settlements, it is well-known that the great majority of young people have more leisure time during winter than they use with advantage to themselves or their friends. Now it is very desirable, and the writer believes, quite practicable, to utilize this time for mental improvement, and so far as his observation has gone, no more feasible plan has been proposed. It may be remarked further that these schools are to be opened each day at 10 a.m., and closed at 3 p.m., having four hour sessions, and thus leaving these young people free to do the chores around the farm, both before going to and after returning from school.

“The course of study should embrace the following subjects, viz:—

(1) The different kinds of soil; their formation and cultivation, together with the best means of improving each kind; the production

of these soils; (2) The mathematics of the farm, which should include land measurement, laying out the farm into fields, measurement of solids, surfaces, hay in mows so as to estimate the weight, grain in piles and in bins so as to estimate the quantity, of cattle so as to estimate their weight; a full set of accounts, or more properly speaking, a complete system of farm book-keeping; mechanical drawing with use of instruments, so as to be able to prepare a working plan for any ordinary building; (3) The breeding, rearing, feeding and care of all classes of live stock found on the farm, together with the symptoms and remedies of the more common diseases from which live-stock suffer; and (4) Literary work, which should include the critical reading of some standard English author, composition, correspondence, and practical English. It remains now to determine how these schools are to be supported. This can be done by the Legislature giving a fixed grant to each school that has been kept open during the time fixed by the law, as it does to County Model Schools, and High Schools. This grant should be supplemented by a similar grant from the County Council. In addition to these fees should be charged, and the balance paid from township funds.

"In all our schools, both public and high, the course of study should be practical, and so prepared that the knowledge received and the instruction given should be along the line of life which the student purposes following. An ideal education can only be given to those who have the time to devote to it, and possess the means to carry it fully out. But for those who are compelled to leave school before they are sixteen years of age, and battle with the realities of life, to provide themselves with food and raiment, a more practical education is required. What is wanted is such training and such knowledge as will assist them in their daily struggle for a living. To such an ideal education is positively injurious, since it practically unfits them for becoming breadwinners, because they have neither the time nor the means to pursue it sufficiently far to make it valuable, and they find themselves with only a partial education that has not fitted them to face life's difficulties. The writer is strongly of the opinion that something in the line of practical and industrial education will have to be grafted upon our present system, before it will be complete, and serve the purpose for which it was designed. We have not made progress in this direction. Our system is a most excellent one, and one that we should all feel proud of, and doubtless do, but there is room for improvement, and we cannot refrain from expressing the opinion that the line we have marked out is the line in which these improvements must come.

LIST OF MEMBERS

OF THE

ONTARIO TEACHERS' ASSOCIATION.

The following is a list of the Members of the ONTARIO TEACHERS' ASSOCIATION, together with the dates at which they joined the Association, so far as recorded. This list has been prepared in accordance with a resolution passed during the Annual Meeting of 1886.

NAME	DATE.	NAME.	DATE.
Alexander, Robert.....	1861	Boake, Sarah A.....	1867
Anderson, William.....	1861	Bell, William.....	1868
Ashley, James.....	1866	Brown, T. B.....	1869
Anker, Mary.....	1867	Batty, Alice C.....	"
Adams, J. W.....	"	Brown, Robert.....	"
Adams, D. A.....	"	Brown, Thomas.....	"
Anderson, J.....	"	Beveridge, Jacob.....	"
Archibald, Charles.....	1868	Brown, Thomas D.....	1870
Archibald, Nellie.....	1869	Bergey, David.....	"
Anderson, James.....	1871	Brown, Jas. B.....	"
Armstrong, F.....	1873	Buchan, J. M.....	1871
Agnew, John.....	1876	Balt, Jas. H.....	"
Andrews, A.....	1877	Bryden, John.....	"
Allan, David.....	1878	Brown, James Coyle.....	1872
Alexander, Mrs. R.....	1882	Bowman, Geo. W.....	"
Arthur, E. C.....	1886	Bell, Mary.....	"
Armstrong, J. E.....	1884	Bretz, A.....	"
Anderson, E. H.....	1885	Bailey, E.....	"
Alexander, L. H.....	1887	Bean, D.....	"
Aashead, H. B.....	"	Barnes, Chas. A.....	1873
Atkin, W. T.....	"	Bigg, W. R.....	"
Ayerest, J. A.....	1889	Ballard, W. H.....	"
		Burns, Fred.....	"
Buchanan, J. C.....	1866	Brown, W. L.....	"
Blackwood, Robert.....	1867	Browne, Henry.....	1874
Booth, Joseph D.....	"	Buik, Margaret.....	"
Brebner, John.....	"	Buchan, Elizabeth.....	1875
Blain, George.....	"	Boyle, David.....	"

NAME.	DATE.	NAME.	DATE.
Brownlee, H. J.....	1875	Coutts, William.....	1868
Beattie, William.....	"	Campbell, J. H.....	"
Black, A.....	"	Campbell, John.....	1862
Black, P.....	"	Cameron, John.....	"
Birchard, I. J.....	1876	Curtis, F. M.....	"
Blackadder, A. K.....	"	Curtis, Annie.....	"
Barber, A.....	"	Cameron, John.....	1870
Blackstock, James.....	1877	Campbell, Geo. W.....	"
Burrows, Frederick.....	"	Clark, Charles.....	"
Brown, James.....	"	Curry, R. N.....	1868
Boswell, Sarah.....	"	Coates, Robert.....	1871
Bryant, J. E.....	"	Carey, R.....	"
Bell, Geo.....	1878	Carson, Jos. S.....	1872
Bell, D.....	"	Comfort, John H.....	"
Biggs, William T.....	"	Cork, George.....	"
Bowerman, A.....	"	Carmichael, H. P.....	"
Brunner, Henry.....	1879	Clemens, W. B.....	"
Barlett, William E.....	1880	Cooley, J. W.....	"
Bole, D.....	"	Cashure, John.....	"
Black, W. J.....	1881	Crozier, J.....	1873
Bigelow, George.....	"	Carlyle, W.....	"
Blackstock, Joseph.....	1882	Cameron, Henry.....	1874
Bain, John C.....	1883	Carlyle, Alexander.....	"
Brydon, W.....	1886	Clarke, J. A.....	"
Brodwick, G. E.....	1884	Crane, Geo.....	"
Baird, Geo.....	"	Clarke, E. J.....	"
Brown, J. R.....	1885	Cull, D. A.....	"
Brown, J. A.....	"	Connor, J. W.....	1875
Brown, R. E.....	"	Clark, L.....	1876
Baptie, George.....	1886	Connor, W. O.....	"
Biggar, F.....	1887	Chapman, W. F.....	1877
Ballard, J. F.....	"	Crookshanks, Wm.....	"
Burchill, A. M.....	"	Carscadden, D.....	"
Bennett, J.....	"	Christie, Augusta.....	"
Bowen, M.....	"	Clapp, D. P.....	1878
Ballard, W. H.....	1888	Cassidy, William.....	"
Brooks, H. W.....	"	Chapman, E. A.....	"
Brough, T. A.....	"	Curtis, Smith.....	"
Birden, W.....	"	Coleman, A. P.....	1879
Bruce, E. W.....	"	Colles, W. H.....	1881
Beaton, H.....	"	Clendening, W. S.....	"
Barragher, David.....	1889	Campbell, A.....	"
Burgess, H. H.....	"	Chadwick, C. W.....	1882
Bowerman, J. L.....	"	Cressweller, C. L.....	"
Burton, Robert.....	"	Craig, J. J.....	"
Carnochan, Janet.....	1868	Clark, William.....	1883
		Carry, Edward.....	"

LIST OF MEMBERS.

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NAME.	DATE.	NAME.	DATE.
Crichton, A.	1884	Dewart, S. H.	1871
Christie, J. D.	1886	Dickenson, Henry	1872
Cowley, R. H.	1884	Dawson, R.	"
Cooke, C. T.	1886	Duff, R. G.	"
Clarke, W.	1884	Davidson, S.	1876
Cochrane, R. R.	"	Davey, P. M.	1877
Clipschaw, T. R.	1885	Dobson, Robert	"
Chenay, D.	1886	Davidson, Annie	"
Chesnut, T. G.	1862	Davis, S. P.	"
Carlyle, James	1866	Davidson, V. A.	"
Collins, J. J.	"	Duncan, James	1878
Carter, W. H.	"	De-La-Mater, H.	"
Cranfield, R. E.	"	Dafoe, J. W.	1881
Campbell, A. J.	"	Donovan, J.	1882
Cameron, James J.	"	Duff, C. P.	1885
Currie, Alexander	1867	Dickson, J. E.	1886
Campbell, Alexander	"	Dunn, J. M.	"
Cameron, H. D.	"	Davidson, A. B.	"
Clarke, Jos. A. P.	"	Duff, W. G.	1884
Crawford, Allen	"	Deacon, J. S.	"
Crowle, Edward T.	"	Davison, James	1889
Cullen, I. F.	"	Doig, William	"
Clerke, A. D.	1868	Davis, T.	"
Cringan, Alex. T.	1887	Ellis, Fitzallen	1866
Crawford, M.	"	Embree, L. E.	1869
Chown, A.	"	Elder, Jane	1870
Curry, Chas. D.	"	English, E. N.	1872
Campbell, N. W.	"	Ellis, J. C.	"
Campbell, A. D.	1888	Ellis, Sarah J.	"
Coleman, Mrs. E.	"	Edgcumb, G.	1873
Campbell, N. M.	"	Emery, Minnie	1876
Chittle, D.	"	Earl, Barton	1878
Cody, W. S.	"	Ellis, W. J.	1882
Campbell, J. W.	1889	Elliott, John	1885
Coates, F. P.	"	Embury, A.	1887
Doan, Robert W.	1861	Frood, Thomas	1886
Dixon, J. B.	1864	Fraser, James	1867
Dewar, Archibald	1867	Fraser, Charlotte	"
Dunn, Robert	"	Fordyce, A. D.	"
Donaghy, William	"	Fair, John M.	1868
Douglas, W. A.	"	Fraser, E. E.	1869
Duff, Miss	1868	Fraser, Geo.	1871
Derby, Sarah E. B.	"	Finlay, R. S.	"
Dearness, John	1872	Fotheringham, David	"
Duck, Mary Jane	"	Fraser, John	"
Dickson, Geo.	"		

NAME.	DATE.	NAME.	DATE.
Eisher, J. H.....	1872	Grunt, Geo.....	1874
Fletcher, D. H.....	"	Gosnell, Thos. S.....	1875
Fullerton, James.....	1873	Gormly, M.....	1876
Ferguson, M.....	"	Goggin, D. J.....	1877
Ferguson, R.....	1874	Gray, Henry.....	1878
Falconer, A. H.....	"	Grier, Nathaniel B.....	"
Fessenden, C.....	1876	Galton, Henry J.....	"
Francis, Daniel.....	1877	Gorsline, William.....	"
Farewell, J.....	1878	George, R. D.....	1887
Ferguson, Miles.....	1880	Green, E. A.....	"
Ferguson, Jas.....	1882	Gale, J. H.....	"
Forrest, William.....	"	Gilchrist, L.....	1888
Freer, Benjamin.....	1885	Gibbard, A. H.....	"
Freewick, M. H.....	1886	Garvin, J. W.....	"
Fitzgerald, L. S.....	"	Graham, W. A.....	1889
Falconer, C. S.....	1887	Greenlees, R. F.....	"
Fairman, P. W.....	"		
Foster, J.....	"	Hunter, John.....	1866
Ferguson, W. A.....	1888	Hodgson, James.....	"
Frampton, J. P.....	1889	Hamilton, Sarah M.....	1867
		Hughes, James L.....	"
Graham, J.....	1878	Henderson, Isabella.....	"
Gregory, T.....	1879	Harrison, Edmund B.....	"
Gardner, S. A.....	"	Husband, Henry.....	"
Gibson, Samuel G.....	1880	Houston, William.....	"
Galbraith, W. J.....	1881	Hatton, Emily.....	1868
Girardot, The.....	1882	Harvey, W. B.....	"
Grier, Andrew.....	"	Hutton, Henry H.....	"
Grant, Robert.....	"	Herner, Samuel S.....	1869
Griffin, A. D.....	"	Hyndman, Elizabeth.....	"
Gordon, Nathaniel.....	"	Hunter, J. Howard.....	1871
Groves, W. E.....	1883	Hughes, James H.....	"
Gilray, Jennie.....	"	Hay, Andrew.....	1872
Grant, D. M.....	1884	Heslop, Thomas.....	"
Gray, R. A.....	1885	Henderson, Wm. S.....	1874
Grant, Wilbur.....	"	Henderson, John.....	"
Gordon, James.....	1884	Hodgson, J. E.....	"
Gardiner, J. A.....	"	Hunter, D. H.....	"
Graham, A. C.....	"	Houghton, Henry B.....	1875
Gourlay, M.....	1867	Hendry, Andrew.....	1876
Greenhow, Hepzibah.....	"	Humberstone, F.....	"
Gilchrist, John R.....	"	Hicks, H. M.....	1877
Graham, John H.....	"	Halls, S. P.....	"
Glashan, J. C.....	1871	Hicks, Samuel.....	"
Groat, S. P.....	1873	Herald, John.....	"
Gill, M.....	1874	Hendry, W. J.....	"
Gilchrist, James M.....	"	Houston, John.....	"

NAME.	DATE.	NAME.	DATE.
Hicks, David.....	1877	Jennison, Reuben R....	1867
Hughes, Samuel.....	1878	Johnston, Charles... ..	1869
Harrison, C. W.....	"	Jones, Emma.....	1871
Harvey, W. A.....	"	Jamieson, Alexander.....	1872
Haight, Franklin.....	"	Johnston, Maggie.....	"
Hall, Theophilus....	1879	Jennings, D.....	1873
Hoigg, Minnie.....	"	James, D. A.....	1875
Henderson, R.....	"	Jeffers, J. Frith.....	1876
Holmes, N. L.....	"	James, John Henry.....	1879
Hunter, J. M.....	1880	Jardine, W. W.....	1883
Henderson, Thomas....	"	Jamieson, J. S.....	1884
Henderson, Geo.....	1881	Jolliffe, O. J.....	1886
Huston, H. E.....	"	Jewett, S. E.....	1887
Henstridge, J. W.....	"	Jennings, C. A.....	"
Hicks, O. S.....	1882	Johnston, J. R.....	1888
Huston, W. H.....	"	Johnston, W. H.....	1889
Henderson, A. G.....	1884		
Hartstone, J. C.....	"	Knight, J. H.....	1872
Hagarty, E. W.....	"	Kelley, James.....	"
Hume, J. P.....	1886	King, M. J.....	"
Hopper, S. T.....	"	Kelley, M. J.....	1873
Hicks, R. W.....	1884	Kilgour, James.....	"
Hunter, T. J.....	1885	Kilgour, W. J.....	"
Huff, Samuel.....	1886	Keown, M. J.....	1874
Henry, T. M.....	1887	Kinney, Robert.....	1887
Howell, W. S.....	"	Kemp, A. F.....	"
Holman, G. W.....	"	Keilly, William.....	1878
Hunter, T. J.....	"	Knight, A. P.....	1880
Hart, N.....	"	Knowles, R. H.....	1883
Hoath, J. S.....	1888	Kinney, John.....	1884
Harrison, R. E.....	"	Kennedy, J. F.....	1886
Hill, J. H.....	"	Kiernan, Thos.....	1867
Hunter, J. M. C.....	"	King, John.....	"
Holgate, T. F.....	"	King, Wm. T.....	1869
Harvey, J. A.....	1889	Kirkland, Thomas.....	1863
Hogarth, J. D.....	"	Kennedy, M. A.....	1874
		Kirk, Geo.....	1879
Irvine, Margaret.....	1867	Kerswell, W. D.....	1886
Izard, Henry.....	"	Keys, D. R.....	1887
Isenhour, M.....	1872	Killackey, W. P.....	"
Irwin, John.....	1874	Kirkconnell... ..	1888
Irving, J. E.....	1879		
Irwin, W.....	1888	Laidlaw, R. J.....	1867
		Lamb, Martha.....	"
Johnston, John.....	1866	Leslie, William.....	"
Johnston, David.....	1867	Lennox, D.....	"
Johnston, William.....	"	Lawrence, John.....	"

NAME.	DATE.	NAME.	DATE.
Lang, A. B.....	1867	Meredith, William.....	1866
Leitch, Thomas M.....	1868	Moorhouse, Samuel.....	1867
Landan, W. H.....	1870	Millar J. R.....	"
Lewis, Richard.....	1865	Meldrum, M. W.....	"
Langrell, E. P.....	1872	Mercer, W. W.....	"
Laird, J. W.....	"	Millar, Rebecca.....	"
Lyman, Jas. A.....	1873	Mundell, John.....	"
Little, R.....	"	Miller, William R.....	"
Le Vaux, Geo.....	1884	Miller, Mary Ann.....	"
Linton, C. B.....	"	Munro, Donald.....	"
Latter, J.....	1875	Medley, Emma.....	1868
Lusk, C. H.....	1876	Marsden, Sarah.....	"
Lafferty, A. M.....	1877	Miller, M. A.....	1869
Law, James.....	1878	Magill, James.....	"
Leitch, Thomas.....	"	Maguire, A. S.....	1870
Lindsay, George.....	1879	Magill, James.....	"
Lewis, Geo. D.....	1882	Morton, Adam.....	1872
Lockyer, Charles.....	"	Moyer, George.....	"
Lyon, S.....	"	Montgomery, Henry.....	"
Levan, J. M.....	1885	Maxwell, David A.....	"
Linklater, J. C.....	"	Mooney, William.....	"
Linton, W.....	"	Moserip, Mary D.....	"
Lent, D. H.....	"	Mills, James.....	1873
Leith, W. R.....	1887	Moir, George.....	"
Lapp, Levi.....	1888	Moran, John M.....	1875
		Miller, Arnoldus.....	"
Morgan, S.....	1883	Miller, John.....	"
Manley, F. E.....	"	Munro, John.....	"
Murphy, T. J.....	1883	Moore, Thomas.....	1876
Morton, J. B.....	"	Morrison A.....	"
Morgan, J. C.....	1886	Manning, W. R.....	"
Macree, S.....	1884	Moses, Charles.....	1877
Munro, Robert.....	1885	Murray, M.....	"
Marshall, D.....	"	Martin, R. T.....	"
Morgan, J. W.....	1886	Milburn, E. F.....	"
Moffatt, J. H.....	"	Milden, Geo.....	1878
Macallum, Archibald.....	1863	Morton, W. C.....	"
MacMurchy, Archibald.....	1861	Moore, F.....	"
MacKintosh, Geo. B.....	1866	Mitchell, F. L.....	"
Macartney, Charles.....	1867	Munro, D. E.....	1879
MacDonald, D.....	"	Maxwell, Mrs. L. A. L.....	1880
Mackintosh, Wm.....	869	Musgrove, A. H.....	"
Macoun, J.....	1873	Munro, R. M.....	1881
Morgan, T. G.....	"	Miller, J. O.....	1882
Mackinnon, M.....	1878	Munro, William.....	"
Muir, S. J.....	1866	Miller, James.....	"
Medcalf, W. H.....	"	Merchant, F. W.....	"

LIST OF MEMBERS.

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NAME.	DATE.	NAME.	DATE.
Murray, R. W.....	1883	McNevin, J.....	1877
Milner, W. S.....	1887	McMurchie.....	"
Manning, W. R.....	"	McNevine, J.....	1878
Madden, A.....	"	McCamon, W. J.....	"
Moore, W. F.....	"	McPherson, Crawford.....	"
Mullen, M.....	"	McKee, Thomas.....	"
McRae, Alexander.....	1867	McHenry, D. C.....	"
McCall, D.....	"	McDonald, D.....	"
McVey, Lizzie.....	"	McCabe, J. A.....	"
McBrien, James.....	1869	McLurge, James.....	1880
McFaul, John H.....	"	McTavish, Douglas.....	"
McDongal.....	"	McGilvray, J. K.....	"
McAlpine, Neil.....	"	McGregory, M. C.....	1881
McCausland, Robert.....	1870	McNaughton, A.....	"
McCausland, Fanny.....	"	McBride, D.....	"
McKay, Hector.....	1871	McMaster, M. P.....	1882
McKellar, Hugh.....	"	McCormack, M. C.....	1883
McLellan, J. A.....	"	McKay, A. G.....	1884
McKenzie, Chas. J.....	"	McKay, Donald.....	"
McLaren, Alexander.....	"	McCollum, A. B.....	1885
McCamus, John A.....	"	McMillan, J.....	1886
McKinnon, D.....	1872	McDougal, A. H.....	"
McLeod, Mary.....	"	McBrien, James.....	1884
McKay, Alexander J.....	"	McDiarmid, D.....	"
McKee, William.....	"	McCaig, D.....	1885
McCaig, Donald.....	"	McCabe, William.....	1864
McArdle, D.....	"	McGann, J. B.....	1862
McIlvaine, Samuel.....	"	McAllister, Samuel.....	1861
McDonald, A.....	"	McMichael, D. A.....	1866
McQueen, A.....	1873	McMichael, S. H.....	"
McNab, F. F.....	"	McLean, Donald.....	"
McQueen, Robert.....	"	McNaughton, D.....	"
McAlease, N. V.....	"	McAskin, T.....	"
McGregor, P. C.....	"	McKechnie, M. C.....	1867
McMain, C. S.....	1874 ^a	McMillan, D. E.....	"
McDonald, A. F.....	"	McBeath, J. T.....	"
McRae Samuel.....	"	McClure, John.....	"
McKinnon, D. J.....	"	McTavish, P.....	"
McMillan, R.....	1875	McTavish, John.....	"
McWherter, John.....	"	McClatchie, A.....	1868
McKerachar, C.....	"	McCullough, Henry.....	"
McMillan, Alexander.....	"	McKellar, Hugh.....	"
McIntosh, Angus.....	1877	McKinnon, Neil.....	1884
McMillan Robert.....	"	McElroy, James.....	1885
McLean, Peter.....	"	McKinnon, N. D.....	"
McMichael, D. A.....	"	McFarlen, Geo.....	"
McLean, Allan.....	"	McMaster, R. H.....	"

LIST OF MEMBERS.

NAME.	DATE.	NAME.	DATE.
McKeown, William.....	1886	Plunkett, William.....	1866
McMillan, D.....	"	Parsons, Robert.....	1867
McPherson, A. H.....	1887	Parsons, John H.....	"
McEachren, P. M.....	"	Playter, Franklin.....	"
McJanet, T.....	"	Patterson, Alice.....	"
McKenzie, G. A.....	"	Parsons, Laura S.....	1868
McKay, T.....	"	Platt, G. D.....	1869
McCabe, C. J.....	"	Patterson, Mary.....	1870
McMillan, A.....	"	Phillips, John.....	1871
McLaughlin, J.....	"	Payne, E.....	"
McIntyre, A.....	"	Payne, M.....	"
McQuarrie, H.....	1888	Payne, Geo. F.....	"
Millar, James.....	"	Platt, Mrs. G. D.....	"
McEachren, N.....	"	Pearce, Thomas.....	1873
Morgan, J.....	"	Palmer, Charles.....	"
McKenzie, W. F.....	1889	Phillips, T. D.....	1875
McCarter, John.....	"	Purslow, Adam.....	1876
McCoy, Miss S.....	"	Powell, Geo. K.....	1877
McIntyre, E. J.....	"	Price, Robert.....	1878
Nelles, W. W.....	1866	Parker, Thomas.....	1879
Nelles, S. S.....	1869	Petch, John.....	"
Norman, R. A.....	1871	Parker, H. G.....	1880
Nethercott, S.....	1877	Parlow, Edwin D.....	1882
Nattress, W.....	1878	Petrie, Alexander.....	"
Neilly, William.....	1879	Pearson, W. P.....	1883
Newcomb, C. K.....	1882	Pomeroy, J. C.....	1884
Nichols, W. M.....	1884	Passmore, A. D.....	1886
Nairn, David.....	1886	Preston, S. L.....	1884
Norton W. E.....	"	Ptolemy, B.....	1887
Norman, M. E.....	1887	Paterson, D. L.....	1888
Narroway, J. W.....	1888	Plummer, A. H.....	"
Ormiston, William.....	1865	Reazin, Henry.....	1866
Ormiston, David.....	1866	Reid, George.....	1867
O'Meara, J. D.....	1873	Robinson, John G.....	"
Oliver, William.....	1872	Reynolds, T. N.....	"
Osborne, W. J.....	1876	Rennick, Walter.....	"
Orr, R. K.....	1877	Ross, Robert.....	"
O'Neill, Mary.....	1878	Ross, Catharine M.....	1867
O'Hagan, Thomas.....	"	Ross, W. D.....	1868
O'Connor, William.....	1880	Robertson, Simon.....	1871
Oliver, J. B.....	1887	Rogers, Maggie.....	"
Orton, A.....	1889	Riddell, Elizabeth.....	1872
Powell, Francis C.....	1866	Robinson, Templeton C.....	"
Phillips, S. G.....	"	Robinson, M. C.....	"
		Robinson, A. M.....	"
		Rae, Alexander.....	"

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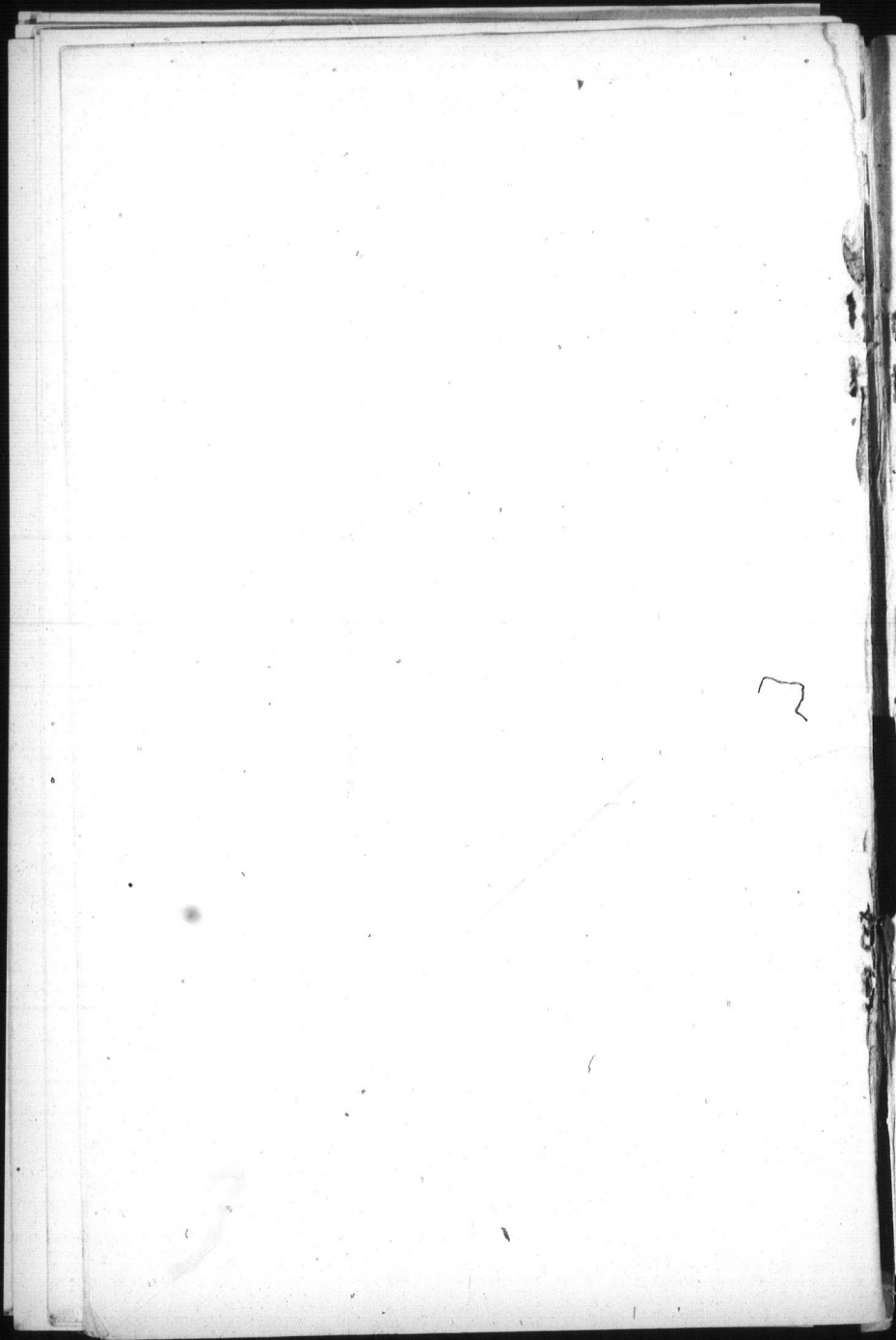
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NAME	DATE.	NAME	DATE.
Richardson, Joseph.....	1872	Smyth, M.....	1877
Reid, William K.....	1873	Smyth, T. H.....	"
Ross, Geo. W.....	"	Sangster, Charles.....	"
Rannie, William.....	"	Steel, T. A.....	1878
Round, Georgina.....	"	Shiaren, Andrew.....	"
Rowland, Kate.....	"	Shortt, W. K.....	"
Rose, M. J.....	1874	Smith, L. C.....	"
Rose, Geo.....	1875	Smith, James.....	"
Rothwell.....	1876	Spence, May F.....	"
Robertson, W. J.....	"	Sutherland, E. W.....	"
Raine, John.....	1877	Smirle, A.....	1880
Robinson, Geo. H.....	"	Shields, A. M.....	"
Rowatt, J. S.....	1879	Smith, D. E.....	"
Reid, Joseph.....	1881	Sneath, Geo. E.....	1882
Ritchie, David F.....	1882	Stevenson, A.....	1883
Riddle, G. W.....	1883	Sanderson, Amy.....	"
Ramage, C.....	1884	Smith, D. E.....	"
Row, R. K.....	1884	Smellie, W. K. T.....	"
Riches, G. S.....	1887	Sine, G. W.....	"
Robertson, N.....	1888	Squair, J.....	1887
Rhodes, A. H.....	1889	Sinclair, D. N.....	1884
Robinson, G. M.....	"	Sinclair, S. B.....	1885
Rowland, E. J.....	"	Spence, John.....	"
Roe, James.....	"	Sanderson, R.....	1886
Robson, Thomas C.....	"	Smith, J. W.....	"
		Slater, J. T.....	"
Spotton, William.....	1872	Shaw, J. W.....	"
Spence, F. S.....	"	Scott, William.....	"
Summerby, W. J.....	"	Scott, Richard W.....	1866
Stewart, Duncan A.....	"	Scarlett, Edward.....	"
Shaw, John.....	1873	Seath, John.....	1865
Sullivan, Dion C.....	"	Smith, Thomas.....	1867
Slack, H. S.....	"	Sipprell, F. J.....	"
Sims, Bertha.....	1874	Spafford, J. L.....	"
Scott, H. S.....	"	Simpson, John W.....	"
Steel, A. S.....	"	Shearer, Andrew.....	"
Spotton, H. B.....	"	Shaw, John.....	"
Scarlett, Kate A.....	"	Strancho, Geo.....	"
Smith, Goldwin.....	1875	Smith, John D.....	1868
Sims, Florence.....	"	Suddaby, Jeremiah.....	"
Switzer, P. A.....	"	Sargent, W. J.....	"
Scarlett, E. S. G.....	"	Smith, Mary.....	"
Sutherland, H.....	1876	Smith, Barbara.....	"
Staunton, M. H.....	"	Smith, Annie.....	"
Shaw, Geo.....	1876	Somerville, Eliza.....	"
Sykes, Charlotte E.....	1877	Scott, Alexander.....	1869
Smyth, J.....	"	Scallion, J. W.....	"

NAME.	DATE.	NAME.	DATE.
Strattan, James.....	1870	Talbot, T.....	1884
Strang, Hugh J.....	"	Talbot, P.....	1888
Spence, Percival L.....	"		
Sovereign, Charles.....	"	Unsworth, Richard.....	1873
Somerset, Jno. B.....	1872	Unger, E. J.....	1882
Stuart, James	"		
Smith, J. H.....	"	Vivian, Richard.....	1867
Stark, Jennie.....	1887	Van Slyke, G. W.....	1876
Sneath, G. E.....	"	Ventress, A. B.....	1884
Strong, K.....	"		
Stephenson, E. J.....	"	Wickson, Arthur.....	1865
Scott, Colin A.....	1888	Watson, William.....	1866
Squair, J.....	"	Woodward, Geo. W.....	1867
Sampson, A.....	"	Wallace, John.....	"
Scott, A. S.....	"	Watt, Robert.....	"
Shepherd, W. C.....	"	Warner, James.....	"
Sanderson, W.....	"	Whitcomb, H. L.....	"
Sherin, F.....	"	Williamson, A. G.....	"
Stewart, David.....	1889	Watt, Robert.....	1868
		Williamson, J. A. G.....	1869
Telford, W. B.....	1866	Williams, Daniel.....	"
Tamblyn, W. W.....	1867	Wark, Alexander.....	"
Thompson, Samuel.....	"	Woods, Samuel.....	1871
Tench, Miss.....	1868	Webster, W. C.....	"
Thompson, J. R. J.....	"	Wilkinson, William.....	"
Treadgold, Wm.....	1869	Wells, M. A.....	"
Treadgold, Geo.....	"	Wood, J. T.....	1872
Tonkin, E. A.....	1870	Warburton, W.....	"
Tuttle, Alice M.....	"	Walker, E. A.....	"
Thompson, C. E.....	1872	Wallace E.....	1873
Thompson, H.....	"	Wightman, John R.....	"
Templeton, Sarah.....	"	Wadsworth, James J.....	"
Trout, Alexander.....	"	Wisner, J. A.....	1874
Turnbull, I.....	1873	Woodward, W. A.....	"
Tilley, W. E.....	"	Williams, William.....	1875
Thautel, T.....	1875	White, T. M.....	1876
Thomas, H. A.....	"	Wilson, John.....	1877
Thorburn, James.....	1874	Walker, E. A.....	1876
Tilley, J. J.....	"	Watkin, Charles.....	"
Thompson, M.....	"	Wark, A.....	"
Taylor, A.....	"	Wallace, Mary.....	1877
Tassie, William.....	1877	Wallace, Bella.....	"
Thompson, Geo.....	1879	Westman, N. A.....	"
Tait, John.....	1878	West, W. R.....	"
Taylor, A. M.....	1880	Wood, F.....	1878
Tanner, R. J.....	1881	Wylie, Mrs. M. J.....	1879
Tom, J.....	1886	Wylie, Douglas.....	"

LIST OF MEMBERS.

NAME.	DATE.	NAME.	DATE.
Wylie, William.....	1879	Woodworth, S. C.	1889
White, Thomas.....	1881	Waugh, John.....	"
Willis, Robert.....	1882		
Worrell, Clark.....	"	Young, J. W.....	1867
Wilson, Jno. B.....	"	Young, Geo.....	"
Wright, Geo. S.....	1884	Young, W. J.....	"
Weir, A.....	1885	Young, Robert.....	1869
Wetherell, J. E.....	"	Young, Jas. B.....	1870
Wright, A. W.....	1886	Youmans, James A.....	"
White, J. F.....	"	Young, George Paxton....	1873
Wallace, R.....	1884	Young, P. W.....	1878
Wallace, J.....	1886	Youmans, J. R.....	1879
Watson, A. H.....	1887	Young, L. G.....	"
Willers, A. J.....	"	Young, Thomas T.....	1883
Williams, E. T.....	1888	Yule, D. D.....	1888
Wilson, J. H.....	"	Young, David.....	"
Whetham, Chas.....	"		



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