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by Allan Embury



= COUNTY OF PEEL =

Public School..

Inspector's Report

For 1897

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EXAMINATIONS

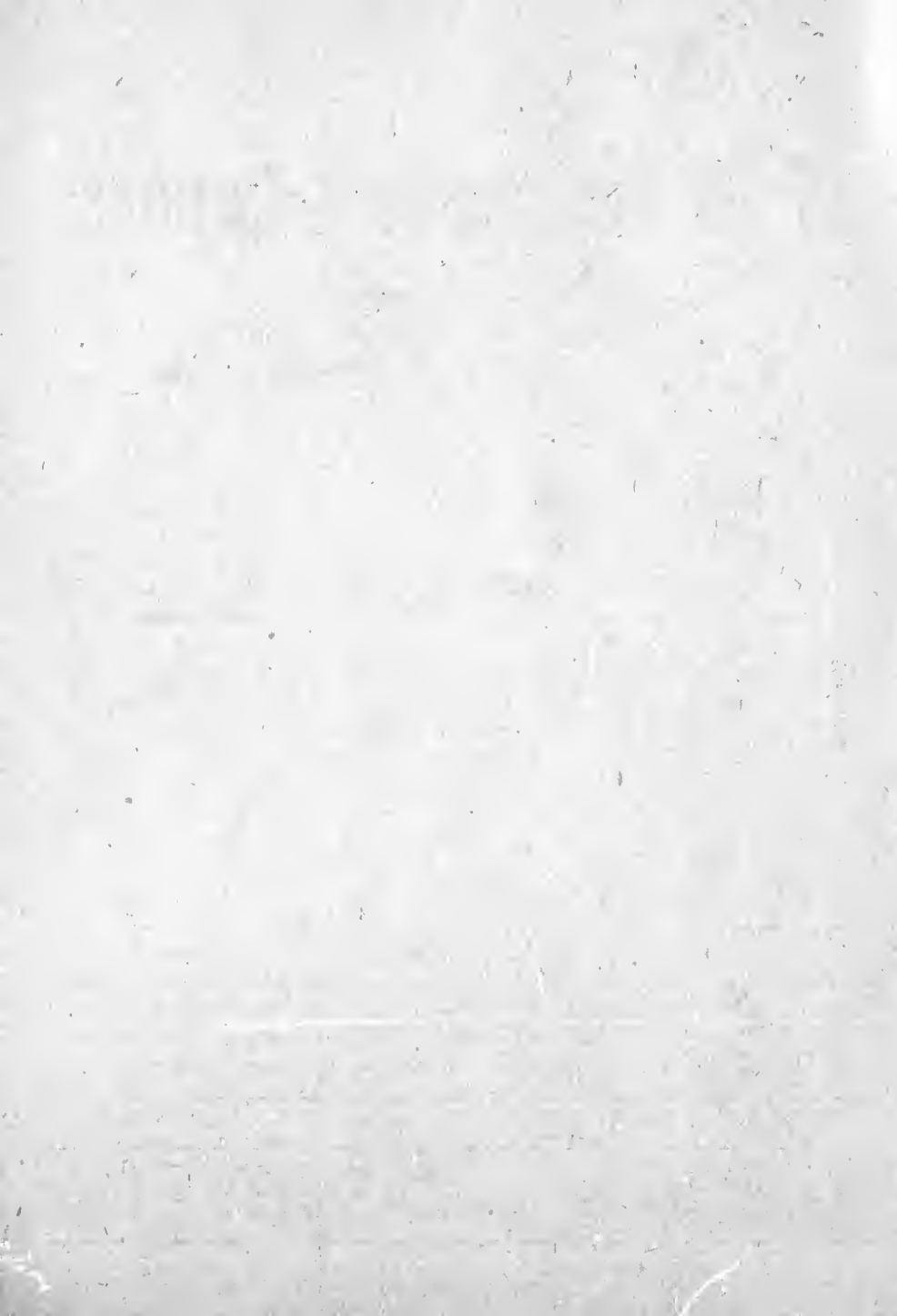
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Admission to High Schools and

For High School Forms

:::For 1898:::





P. S. Inspector's Report.

PUBLIC SCHOOL INSPECTOR'S OFFICE

BRAMPTON, JAN. 20TH, 1898

The Warden and Members,
County Council,
County of Peel.

GENTLEMEN :—

I have the honor to present for your consideration my Tenth Annual Report. Though but nine years in charge of your schools, the duty of reporting upon their condition has devolved upon me for the tenth occasion, owing to the fact that almost immediately upon my assumption of office, I had to compile the statistics for the year 1888, during which I had no opportunity of ascertaining the condition of the Public Schools save that afforded in a perusal of Trustees' reports. Each succeeding report has been the result of my own observations and conclusions derived from a personal supervision of school work. This report for the year 1897 contains the usual statistical information and some conclusions referring thereto. All of the schools were visited at least twice and many of them three times during the year. I am often asked as to what constitutes a school inspection. The answer will depend very much upon the organization and efficiency of the school. Badly organized and inefficiently conducted schools require much more of my attention than the more properly managed ones. In brief, the objects of an Inspector's visit are to inquire into the organization and discipline of the school, to test its efficiency, to inquire into and to render more effective the methods of instruction, to ascertain the conditions that hinder progress and to endeavor to ameliorate those conditions, to ascertain the professional standing and qualifications of teachers, to teach certain classes and subjects and to direct the teacher's attention to any defects of management or instruction that may have been overlooked by him in the routine of his daily work, to examine the school

records and to ascertain the suitability of the school apparatus, to investigate the hygienic conditions of the school-room, the sanitary conditions of the premises, and the general conditions of the school from a scholar's point of view, and lastly but not least to encourage teachers and pupils in their work and to stimulate them in their efforts by appealing to their intellectual and moral sympathies with their immediate work and its important bearing upon themselves in after-life. Can all these objects be attained? Never fully; they can be aimed at but never fully determined or consummated. The objects are ideal, and the ones to be most fully determined will be fairly indicated by a brief acquaintance with each school. For the person acquainted with the management of schools, a half hour of observation will generally determine the nature of the actual work of inspection to be done. Where the intellectual and professional equipment of the teacher is sadly deficient, but little good can be done in the way of teaching and examining; and the inspector is then compelled perhaps to turn to the environment of the school; but where the teacher is intelligent and energetic, though lacking in professional knowledge and experience, great good may be accomplished by the Inspector's taking the school in hand and teaching and conducting the classes for the teacher's benefit. I might say that of all the obstacles to the average teacher's success the lack of knowledge of the subjects of instruction is the most widely prevailing. The young teacher's language is deficient in aptness, directness, and pertinency. His questioning is generally crude and maladroit, his manner disconcerting to his pupils, and his power of illustration inadequate to the work of teaching. With the naturally well-endowed teacher, these defects disappear in the course of experience and increasing knowledge. But the importance of the teacher's work, and the momentous issues in time committed to his shaping, demand that these defects should be reduced to a minimum. In the face of this truism, is it wise, I may ask, for the people of this province to continue the annual turnout of from 1400 to 1800 new teachers when the ranks of the profession are already over-crowded? Is it wise that trustees should on the score of an economy, which will in time to come prove dangerous as well as expensive, engage inexperienced and mentally immature persons as teachers in preference to the experienced and intellectually fit? Taking as true the statement that the average experience of the teachers of the Province is somewhat under five years, and considering that twenty years mark the period allotted to professional superiority and activity, I think that it should become clear to the thoughtful observation of men of affairs that fully three-fourths of the fund devoted to the professional training of teachers is as good as thrown into the sea. Trustees may incline to the view that they are practising economy; but the result to the country is a loss irreparable. If men elected as trustees would but lift their heads above the paddock fences of local self interest, they might easily be brought to see that there is a general condition that must powerfully react for or against the individual interest. As to the schools for the training of teachers, I shall have something to say further on in this report.

I shall first refer you to the :

CLASSIFICATION OF PUPILS.

MUNICIPALITY.	Part I.	Part II		Third Class	Fourth Class	Fifth Class
	First Class	First Class	Second Class			
Toronto Twp.	373	227	244	293	299	51
Toronto Gore	29	29	38	47	53	14
Albion	164	181	150	153	164	75
Caledon	261	192	205	232	203	75
Chinguacousy	152	125	165	214	238	51
Brampton	128	77	105	155	124	0
County	1107	831	907	1094	1081	266

This classification is most satisfactory, and presents several features deserving comment. The result may be best exhibited in the following form :—

YEAR.	Per cent. of Pupils in First Class	Per cent. of Pupils in Sec. Class	Per cent. of Pupils in Third class	Per cent. of Pupils in 4th class	Per cent. of Pupils in Fifth class
1888	42	17	21	19	1
1893	39	16	21	20	1
1897	37	17	21	20	5
Ontario in year 1896	38	19	21	18	4

The percentage of attendance in the lower classes has fallen in comparison with the attendance in the higher classes. Granting that the same efficient mode of promotion has been maintained, (and this is more sedulously guarded than ever) it may be inferred at once that this table shows conclusive proof of a higher state of efficiency in 1897 than in any former years. In 1888, only one per cent of the pupils constituted the fifth class, while to-day that class includes five per cent of all pupils. This of itself is a distinct gain. It is claimed in some quarters, and more especially by high school teachers jealously guarding their cherished monopoly of manufacturing school teachers at the lowest combination prices, that the work of the Fifth class cannot be properly carried on by the teachers of rural schools. This contention is born of a false conception of learning and an inordinate estimate of the results of a teacher's instructions. To some immature thinkers, all learning must be the result of some teacher's instruction, instead of that accumulated knowledge and culture which come in the course of the mind's expansion by its self-directed efforts. In Ontario, the Solons of secondary instruction, laboring for results at examinations instead of genuine mental development, have fallen, in theory, to the level of

their ideal; and ever having before them the prospect of the departmental examinations, are constantly fashioning and re-fashioning the subjects of instruction in the pupil's mind that a constant recrudescence of knowledge may be available for the coming test. This keeping all the facts of the pupil's knowledge in active consciousness defeats the true end and aim of education. The successive steps, phases, facts of knowledge, are thereby never allowed to subside into that subconscious or latent side of intellection which, as everyone acquainted with the rudiments of mental science knows, is ever modifying, transforming, and co-ordinating the facts and materials of knowledge and the active forces of the mental life. Repeated written examinations are productive of the first result, and are destructive of true mental development, subjecting memory to excessive strain, and demanding the reproduction of facts as yet unwoven into the mental pattern. Hence the written examination system may well be called the cramming system. In an ungraded rural school, there is ample time to allow each pupil to make the subjects of instruction his own, he has ample opportunity to study out and master for himself what, in a graded school, he is too often brought by the teacher to see and comprehend, in but an imperfect way. He is able to requisition his whole experience for each difficulty, he is left to weigh and consider, and in consequence there is an organic unity of his knowledge, which by reason of its coherence in all its parts, enables him, when called upon to submit to the test of a written examination, to out-class competitors trained under the written examination system. Now, the teacher in a rural school will be found to have but little difficulty in directing the work of pupils properly trained in the lower grades. The pupils aiming at Fifth class work are usually the bright, ambitious youth who have passed a most creditable examination for entrance to the High School. The range of ideas is but extended; it is not new. The energy and ability of the pupil are the main factors in the work, and these under the direction of a tactful teacher will accomplish the task without demanding much class teaching. But there is this to be said: Just so long as our High Schools are permitted annually to flood the country with immature teachers of very indifferent attainments to supplant the teachers of proved ability and experience, the work of conducting Fifth classes in our Public Schools will be sorely menaced and retarded. True, some of the Fifth class subjects are but indifferently taught and mastered, but this is rather owing to the teacher's inefficiency and to the pupil's lack of preparation than to any question of time. The effect of the establishment of these classes upon the lower classes has been to stimulate their efforts and to broaden their views of school life and the opportunities for improvement to be secured through education. Let us by all means retain Fifth classes in our Public Schools and educate the teacher to meet the increased responsibility. Tested by the results of the Public School Leaving Examination, the work of Fifth classes in this county has been found ordinarily efficient. In July 1897, no fewer than 35 candidates proved successful. Has the attention bestowed upon these classes detracted from the success of the lower classes judged by similar standards? Not by any means. At the same date

no fewer than 165 candidates from the schools of this county proved successful at the entrance examination. There is another side to this question of extending the Public School course of study. The formation of advanced classes embracing the advanced youth of the section, and the formation of literary societies in connection with the schools, will do more to promote healthy social feeling and unanimity of social and educational effort in each section than most observers will be disposed at the outset to admit. In many sections too often divided by sectarian and partizan differences working toward the disintegration of social life, the school by proper organization may be made the medium for producing social harmony by bringing together all classes enlisted in support of common aims and objects. Again, as compared with the classification of pupils of the Province shown by the Minister's report for 1896, the classification for this county shows that a real and undeniable progress has been steadily maintained since 1888.

SCHOOL, POPULATION AND ATTENDANCE.

Municipality.	Total No. Pupils entered on register	No. attending less than 20 days	No. attending between 20 & 50 days	No. attending between 50 & 100 days	No. attending between 100 & 150 days	No. attending between 150 & 200 days	No. attending over 200 days	Average Attendance	Per cent. Attendance
Toronto Twp.	1487	119	175	335	356	467	35	744	50
Toronto Gore	210	12	22	57	37	69	13	107	51
Albion	887	62	120	209	257	229	10	426	49
Caledon	1168	118	189	289	262	278	32	551	48
Chinguacousy	955	56	130	201	251	296	11	489	52
Brampton	589	16	41	84	118	330	0	420	72
County	5286	383	677	1175	1281	1669	101	2738	52

On comparing this attendance with that of 1896, we find that the registered number of pupils decreased by 125, and that the percentage of attendance remained about the same as in 1896; but it is decidedly discouraging to find that in 1897 no fewer than 849 pupils between the ages of 8 and 14 failed to attend the 100 days required by the statute governing compulsory attendance. Of these 849 no fewer than 256 belonged to Toronto Township and 243 to Caledon Township. Chinguacousy comes next with 189, Albion with 101, Toronto Gore with 37, and Brampton with 23. In my last report I referred to the exceptional conditions in Toronto and Caledon Townships leading to this deplorable showing. No doubt this list is augmented by the fact that numerous removals take place from one section to another, but this fact is not of sufficient account to assure us that our schools are supported as they should be. Every-

where trustees are negligent in the enforcement of the compulsory clause, and I am sorry to say that, in some of the few instances where trustees have evinced a willingness to act, the motive has not altogether been dissociated from personal considerations. The results are far-reaching and disastrous beyond computation. There seems to be in some classes of society a smothered conviction that the results of popular education are not commensurate with the cost. To my mind that any school system under the conditions disclosed by such an attendance should approximately justify itself by results would be a miracle indeed. And this very class of society most negligent of the foremost duties imposed both by nature and by law is the very class most exacting and contentious as to the duties of those in authority. I see no remedy sufficient to cope with the evil so long as trustee boards and municipal bodies are composed of men lacking in the determination born of a consciousness of right to do one of two things—either to enforce the law, or to protest against its enactment. The results of irregular attendance have been pointed out too often already to justify their repetition here, but I shall hazard the prediction that if continued this sort of thing will lead to a lower grade of morals, inevitable ignorance, and a regrettable tone of society in the generation to come. I ask everyone interested in the welfare of the Public Schools to assist in devising a remedy. True, there will be a disposition to shrink from interference with the real or fancied rights of parents and with family concerns, but the Public School system is a state institution, organized and maintained to teach the duties of intelligent citizenship and to elevate all to a true conception of their rights and duties in society. Above all, it is organized in the face of the universally accepted fact that ignorance is the handmaid of vice, and too often becomes the mother of crime. Modern civilization and governments rest upon public opinion, upon intelligence, upon political and social morality, and when these, the well-springs of a nation's life, fail, despotism, whether of the few or the many, will come, because it will be justified.

FINANCIAL SUMMARY.

MUNICIPALITY	Total Receipts	Total Expenditure.	Balance.	No. Pupils	Cost per Pupil
Toronto Twp.	\$ 16671 01	\$ 12119 87	\$ 4551 14	1487	\$ 8 15
Toronto Gore	2308 06	1879 57	428 49	210	8 95
Albion	8464 50	6584 54	1879 96	887	7 42
Caledon	10055 08	8251 37	1803 71	1168	7 07
Chingacousy	10584 81	8507 67	2077 14	945	9 00
Brampton	5896 51	5661 72	234 79	589	9 61
County	\$ 53979 97	\$ 43004 74	\$ 10975 23	5286	\$ 8 14

The balances remaining in trustees' hands at the close of the year show a favorable condition financially. The amount is about the same as last year. The items comprising the expenditure do not vary

to any extent from year to year. One item, however, I wish to refer to specially. It is that for maps and apparatus. Most of the schools are well supplied, but a few schools remain quite unsupplied with suitable maps, and the trustees of some of these very schools will persist in buying material that neither the teacher nor the inspector has specially advised them to buy, and they do so from personal considerations of the agent selling the material. Some of the schools are not yet properly seated, and of late much carelessness has been shown in regard to sweeping and cleaning the schoolrooms. No teacher should so far forget himself as to contract for the sweeping, cleaning, making of fires himself. The tendency to diminish his authority and influence so current for years past must be further accentuated by his contracting to perform menial duties. The amount paid for maps and apparatus was \$944.44, a sum much in advance of that of former years; for teachers' salaries, \$31,257.42; for repairs, fuel and lighting fires, \$8038.65; for school sites and school buildings, \$2764.23.

TEACHERS' SALARIES.

MUNICIPALITY.	Highest Salary Paid	Average salary male teacher	Average salary female teacher
• Toronto Twp.	\$ 600 00	\$ 381 25	\$ 277 70
Toronto Gore	325 00	305 00	225 00
Albion	75 00	370 00	286 00
Caledon	400 00	347 08	273 75
Chinguacousy	450 00	337 22	320 00
Brampton	800 00	800 00	325 00
County	\$ 800 00	\$ 363 75	\$ 295 00

There was a further reduction in salaries for 1897 and in conformity with the usual experience, in the more wealthy townships. In Toronto Twp. the average salary remained about the same for female teachers, but increased for male teachers. In Chinguacousy, the reduction was \$40 for males, and \$16 for females; in Caledon, the reduction was \$15 for males and \$5 for females; in Albion, the reduction was \$20 for males and \$6 increase for females. There is much for discouragement in this to the teaching profession, but much more for the social student. Had the County of Peel been in an impoverished condition, instead of one of the foremost counties in thrift, wealth, and industry, the reduction would have been justified by the economic depression through which the country was passing. Nor would it be just to ascribe these reductions altogether to the parsimony of trustees. Our schools have been subjected, for many years to the material and numerical test. To form a hasty and illusory opinion of the efficiency of a teacher's work from the results of examinations has been the practice ingrained into the ordinary mode of thinking on the part of trustees and parents by the present trend of education, and in consequence the truer and saner tests of culture, development and character, so elusive of the grasp of the public mind, have been laid aside in the selection of teachers. The status, influence

and authority of the teacher have declined; and with their diminution has come into the balance of popular judgment the utilitarian estimate of his worth. But aside from this, the supply of teachers far in excess of the demand has been the chief cause of the diminution of salaries; and one of the chief objects of educational and economic policy in the near future should be to afford a field other than that of teaching for the energies of the surplus teachers of the Province, as well as to insist upon higher qualifications, greater maturity of intellect, and more genuine culture on the part of all engaged in the work of education.

TEACHERS AND CERTIFICATES.

MUNICIPALITY.	Male	Female	1st Class	2nd Class	3rd Third
Toronto Twp.	8	19	0	9	18
Toronto Gore	3	1	0	1	3
Albion	7	10	0	9	8
Caledon	12	8	1	7	12
Chingacousy	9	11	0	9	11
Brampton	1	10	0	10	0
County	40	59	2	45	52

The number of female teachers has increased slightly, as has also the number of teachers holding second class certificates. In fact, second class teachers can now be secured at the salaries paid formerly to third class teachers. The effect of this increase of second class teachers will be to drive the third class teachers to the outlying counties and districts; but this tendency will be to some degree counteracted by the too often pernicious practice on the part of trustees of sacrificing the true interests of schools to the urgent claims of resident applicants for the position of teacher. Trustees are too negligent of enquiry into the actual qualifications of teachers. We have three classes of schools for the professional training of teachers—the Model Schools, the Normal Schools and the Normal Colleges, for third, second and first class teachers respectively, and only a certificate based upon attendance at one of these schools gives authority to teach. The Primary, Junior Leaving and Senior Leaving certificates give the holders no such authority. Yet I find in numerous reports sent to me that third class teachers holding Junior Leaving certificates represent themselves as second class teachers. If they, with a full knowledge of the facts, have secured their positions by such representations, they have been guilty of fraud, and their agreements with trustees are worthless. The offence must not be repeated, as I have resolved to take steps to check the practice. I have so far refrained from action, but the practice has now become so prevalent that decisive action must be taken. True, the complicated nature of the entire system of training, both professional and non-professional, has served in many instances to mystify teachers as to their true position professionally. As to this system of training teachers I have time and again stated

my views and convictions, more especially in my report for the year 1893. The knowledge of the subjects of instruction, objects and illustrations, the phenomenal world, the principles of the science of education, the rules and maxims of pedagogic art, language, the incentives that stimulate to study and to right conduct, all are the tools with which the teacher works. The object of his art is to rouse and stimulate the intellectual and moral nature and energies of childhood, to enlarge the child's mental capacity by furnishing the mind with the knowledge it can assimilate as essential to its growth, to develop its latent powers, to assist the child in forming conceptions, in defining their form, and amplifying the content, to train the child to self-determination and self control, and to mould the character in accordance with the highest ideals of life. Now let my reader mark carefully the first set of tools, the knowledge of the subjects of instruction. What will he say when he is told that the teacher under our present system of training teachers is supposed to be given a complete knowledge of this set of tools, the subjects of instruction in their higher phases and developments, without any reference whatever to their objects or to the art in which he is to use them? He would say that such a procedure is absurd. Yet, this is exactly what is done to-day in our system of training teachers. To the high schools is committed the task of providing for teachers an adequate knowledge of the subjects of instruction without any reference to the objects for which they are to be used, and to the Model and Normal schools is left the application of the tool in the practice of the art of teaching. The imperfection of the training in the first, consequent upon its lack of aim, prevents the effective intelligent application of the tools in the second. This system of professional training is born of the conception that the knowledge of the subjects of instruction is an end in itself instead of a means towards the development of intellect, the cultivation of the understanding, and the acquisition of culture. What would be said of a Medical School that gave no instruction in chemistry, botany, biology, anatomy, physiology, jurisprudence, physics, but relegated these subjects to High Schools, or to preparatory schools of learning, and never co-ordinated them with the principles of medicine and surgery? Such an institution would be denounced as a school for quacks. Our Normal and Model Schools for teachers give no instruction in algebra, arithmetic, euclid, literature, reading, science, and do not in any true sense co-ordinate the principles of those subjects with the principles of education. Shall we call the teachers trained under such a system quacks too? One chief result has been on the one hand a forty per cent. knowledge of the subject, and on the other a two hundred per cent. knowledge of the method of imparting what the teacher does not know. Method has come to supply the place of aim, application and study on the part of the teacher. And the result is that professional rattle of the dry bones of knowledge which stamps too many teachers as pedants and charlatans. I shall go aside for a moment to the Law School for an illustration. Here theory and practice are dissociated, and although this school has been in existence for a very few years, the complaint is made by lawyers—perhaps the keenest judges

of the practical value of institutions—that men are graduated from the Law School who are incompetent to determine the successive stages in an action at-law; and the legal profession in this province is to-day menaced with the same dangers as in the United States, that land of Law Schools and pettifoggers. The complete separation of professional from non-professional instruction as carried out in Ontario is illogical in principle and disastrous in its results. Manitoba is the only other state in the world of which I am aware that follows the same practice. What is the remedy for the evil? The remedy is that the Normal and Model Schools shall perform the functions of schools so designated, and give the teacher a thorough training in both the professional and the non-professional sides of instruction. The term Non-Professional Instruction is an unfortunate invention. The High Schools and Collegiate Institutes should be left free to fulfil their duty of giving secondary instruction to the youth of the country. They can never be efficient schools of learning until they are relieved from the work of training teachers, and freed from the incubus of examination tests other than those demanded by the inner working of the secondary system of education. The subjects which the Public School teacher is engaged in teaching must be made professional subjects, and must be recast, co-ordinated, and taught with that end in view in the professional schools for the training of teachers. The invention of the term, “Non-professional Instruction,” and the teaching of the subjects so called in the High Schools, have turned the business of teaching into a sort of ante-room to all professional halls, and forced it to sink from the level of a profession to the status of a trade with no recognized safe-guards to protect the artificers of its craft from the depredations of parasites from without, and the demoralizing influence of charlatans within its fold. This system has been in operation just twenty years, and its result is shown in a deplorably low public opinion as to the value of the Public School teachers’ services. The final results are threefold. In the first place, the status of the teacher, professionally and socially, has been lowered; his tenure of office menaced by undue competition; and his incentives to professional study and advancement undermined by an altogether inadequate reward. Secondly, the defective training he has received in the professional schools has necessitated the composition of a special class of Public School text books unique in their conception. They are padded with all sorts of explanations and edvices to supply the defects of the teacher’s store of knowledge, and in consequence are bulky, and forbidding to the pupil, and costly to the taxpayer. Thirdly, the cause of true scholarship has suffered. The thoroughness of secondary and University education depends in great degree upon the thoroughness and range of Primary education, and this in Ontario to-day is marked by a woful inexactness and incoherence. In consequence, we have as yet but dilettanteism in literature, empiricism in teaching, too often quackery in the professions, and imperfect grasp of details in business. But some one will ask, have we not made some advancement by the aid of our educational institutions? Most assuredly we have; but not to the degree that has been our reasonable expectation. We have passed

out of the early stage of colonialism, we have left behind us the settlement age of progress, and have entered upon the systematic organization of the social, industrial, commercial, professional, and political factors of the nation's life, and the school system as a chief factor in that organization has fallen far short of the due accomplishment of the work allotted to it in national development. Here I would like to adduce instances of my meaning, and illustrations by the dozen as to the truth of this statement; but lack of space forbids any further enlargement upon this topic.

SUBJECTS OF INSTRUCTION—No. Pupils in Each Subject.

MUNICIPALITY.	Writing	Arithmetic	Drawing	Geography	Music	Grammar and Composition	English	History	Canadian History	Temperance and Hygiene	Drill and Calisthenics	Book-Keeping	Algebra	Geometry	Botany	El. Physics	Agriculture
Toronto Twp.	1468	1487	1426	951	543	780	379	618	471	1025	54	51	51	0	0	0	0
Toronto Gore	198	198	186	133	43	120	70	101	83	210	14	14	14	0	0	0	0
Albion	861	887	887	646	216	463	283	380	334	512	70	70	70	0	24	0	0
Chelton	1104	1155	1053	811	334	769	301	496	348	561	95	78	78	1	21	0	0
Chinguacousy	945	936	852	643	185	555	281	446	365	255	51	51	51	0	0	0	0
Town of Brampton	589	589	589	441	589	441	124	174	222	539	0	0	0	0	0	0	0
County	5165	5252	4993	3630	1910	3137	1438	2215	1823	3152	284	264	264	1	45	0	0

Most people stand aghast at this formidable array of subjects to be expounded and explained by the teacher to Public School pupils. And well they may, when we reflect upon the view taken of these subjects by the average public school teacher. To teach each one of these subjects thoroughly and without reference to kindred subjects seems to be the crowning mistake of most teachers. They seem to forget that these subjects are at best but tools in some measure, or materials for working in while aiming at mental development. The real question for the teacher is, however:—What tools or materials shall he bring together in use for the compassing of each phase of educational development? In other words, how shall he co-relate these subjects, and unify the objects to be attained by the use of each? The world's leading educators have come to recognize five well-known departments of knowledge, some phase of each of which must at every stage of the pupils' progress be made the basis of study, and organized into a symmetrical whole through the psychological phases of Feeling, Thought and Will. The basal principle is that all knowledge derivable from the history and nature of man, and from his relation to the external world, is a symmetrical whole, finding its unity in the mind of man the balance and unity of which are preserved by a due co-ordination and development of Feeling, Thought and Will, as the essential factors of the mental life. Now the five great departments of knowledge above referred to, with the subjects finding a rationale in those departments, are as follows: I, Knowledge of the external world, embracing mathematics and physics as the initial step in that department. Hence, arithmetic as numbering and measuring, drawing as representation, language in defining, algebra as dealing with its abstractions, geometry as governing its forms,

geography on its mathematical side, must all be brought together into one great whole receiving its representation through language and its application in the demands of life. II, Biology, the phenomena of life, commencing with the plant and the animal, and including botany, agriculture, geography as dealing with the growth of material, food, clothing, races, trade, commerce, transportation, physical geography of known localities, and natural phenomena. III, Art, including literature, dealing more immediately with reading, spelling, writing, drawing on its aesthetic side, fixing the forms of conventional language, storing the mind with artistic images and forms of language, music and composition, ordering these as a whole essential to the acquisition of the accumulated treasures of learning in the life of the race. IV, Grammar, the study of the form of man's thought, the technical study of language and the classification of its chief phenomena, the study which stands at the threshold of all the mental sciences, and the one most difficult to teach, is, in consequence, postponed, except in its most elementary forms, to a later stage of the pupil's progress. V, History, looking toward sociology and political institutions, is, in its incipient stage, represented by lessons drawn from the ethics of the family, the relation of the pupil to the educational authorities, and the civic life and government of the community, and is to be viewed as the ultimate key to the proper understanding of the laws of progress, and of the course and secret of civilization. Now, the claim that society has to make upon the teacher is that he shall be able at each stage of the pupils life to bring him in touch with, and to the mastery over, some topic in each of these five departments of knowledge, so that the pupil's progress shall be a harmonious development. Certain subjects, such as reading, writing, spelling, drawing, language and composition, become an essential part of all other subjects in which they find a rationale. The teacher must, therefore, thoroughly understand what is of primary and of secondary importance, and the true place of each subject in a course of study in any institution deserving the name of school. Without this understanding of the co-ordination and unification of the subjects of instruction, there must be much waste of effort and misdirected energy. Yet, one of the chief weaknesses in our schools for the training of teachers is their neglect of school organization and their inability to assist the teacher in framing a Course of Study.

Now, a few words in reference to the prevalent methods of teaching all these subjects. I am glad to be able to say that, through repeated references to the question, many teachers are beginning to see the true relation and interdependence of the subjects of instruction, and are beginning to be able to map out for themselves a somewhat symmetrical course of instruction. But the greater number still seem to view each subject as an isolated whole to be taught apart from all other subjects. The chief improvement has taken place in connection with composition, grammar, literature, and geography. The neglect of the principles of co-ordinating and unifying to which I have already referred has led in large measure to the unfortunate condition that the education given in our Public Schools is almost entirely a book education, instead of a know

ledge of life and nature.

But, accepting the existing conditions, I may here state the chief obstacles to present progress in the Public Schools. First and foremost is the teacher's imperfect equipment, totally incommensurate with the demands of modern life, and to our advanced stage of social, industrial, and political development. Immediately second comes the fact of irregular attendance. The average percentage of attendance of Ontario, (including outlying districts) for the year 1896 was 51 per cent of the number of pupils enrolled. It speaks but little for the educational spirit of the County of Peel, so centrally situated and possessing so many advantages in the way of securing a better class of teachers, that the average percentage of attendance is 52 per cent for 1897. Another obstacle is the social condition, and the tone of society of many school sections. The life of the school but rarely rises above the level of the life of the community in which it is situated. Too many sections are divided by social, sectarian, and partizan considerations, the tension of which shared by the younger members of the community, becomes in the school a force which the teacher is too often powerless to resist. Not until the principles and examples of toleration, forbearance, and charity, exhibited in the higher strata of society, become infiltrated down to and through the masses of the people, will this evil cease to exist. Still another impediment to the free course of learning and to sound scholarship is the character of the text-books employed. To this subject I wish to make more extended references. Most of our text books, with the exception of the Public School arithmetic, are attempts to combine a teacher's manual and pupils working book of definitions, principles and examples for practice or solution. This results from the knowledge on the compiler's part that the teacher is usually ill-informed on the subject; but the result is a book suitable neither to teacher nor to pupil. The ideal text book for a pupil's use is one that compresses into small compass, the principles and definitions of the subject, with a sufficient array of graded exercises to be worked out so as to impress firmly upon the pupil's mind, and to give him mastery over, the contents of the subject. To the teacher should be left the duty of leading up by carefully graded instruction to the truth of the principles and definitions which are set forth in the text book. But, thanks to the imperfect training given by our schools for the training of teachers, the teacher is usually unequal to the work, and consequently a bulky book has to be manufactured for both teacher and pupil. Particularly true is this in connection with our Public School grammar, and geography. These books are overloaded with masses of information, explanation, and direction, that mislead the teacher and mystify the pupil. The Public School grammar is a grossly incorrect book, abounding in all sorts of errors, and totally unfit for school use. The geography is an unwieldy book, inaccessible to pupils and useless as a guide to teachers and yet costs 75 cents; while, will it be believed, that, in the city of Berlin, the intellectual centre of Germany, and one of the foremost educational cities of the world, the elementary Geography comprises 22 pages of maps, is not

overloaded with masses of detailed information, and costs but a mark, 25 cents? The teacher, well educated and thorough, supplies and organizes the information, and directs the pupils in their studies. Why is this not possible in Ontario? And this is the case with all other German text-books. They are books for pupils, and teachers are well enough educated to teach up to all the principles and definitions laid down. There is another side to this question. Economy or no economy, the system of uniform text-books, prohibiting the use of any but authorized books, has worked incalculable mischief to the cause of education in Ontario. Under this system each teacher is compelled to master the partieniar nomenclature, rules, definitions, and principles of each book, and once having acquired this so-called knowledge of the subject, he settles down to the work of teaching without any further thought of investigating the subject, and continues tied to the forms of his book until the matter of his instruction becomes as dry as thirteenth century parchment. The investigations and improvements so constantly going on in the world of knowledge outside are never sought for when the teacher knows that examiners demand the fixed terminology of the authorized text-books. He ceases to read or to wish to read, the well-springs of instruction become choked, and the stream of knowledge is sluggish and distasteful, while his pupils cease to be satisfied with gnawing the dry bones of knowledge. Here are some of the opinions of eminent educators. Hon. B. G. Northrup, ex-Secretary of the Connecticut State Board of Education, says:—"The lessons of experience are decisive upon this point. The states which have tried this sovereign remedy of enforced uniformity have found it worse than the disease. Whenever such a law has been fairly tried, it has soon been repealed." Ex-State Supt. Henry Rabb, of Illinois, says:—"It has been frequently tried in other states, and uniformly failed, whether the books have been manufactured, purchased or selected by state authority." The verdict of Superintendents in Minnesota is as follows:—"The books are inferior in manner of presenting subjects, and in general make-up. The state books are shams in matter and make. There is no real saving to the people." The author of this collection of opinions goes on to speak as follows:—"This idea of uniformity bars all progress. Text-books produced under such a system are so poor that they prevent mental development. They stimulate teachers to violate law and get around the perscribed text-books." This is going on at this very hour in every county in Ontario. For the preparation of home work, teachers place in the hands of pupils at home, lesson helps in history, literature, geography and grammar. The law cannot reach them there. This practice on the part of our teachers is virtually a vote of non-confidence in the authorized text-books. Our authorized text-books are inadequate in these days of examination tests, and the teachers, being unable of themselves to supply the defect, have recourse to helps and aids published by "The Canadian Teacher." How can we eradicate the evil? In two ways. First, by giving the teacher a thorough preparation in a rationally conceived and administered system of Normal and Model schools, and secondly by throwing the book market

open to all who wish to improve and elevate the character of our text-books. The unsuitability of our present text-books is a main reason on the part of many parents for their demand that their children be not compelled to take up Grammar, History, Geography, etc. Again, our Readers have long since ceased to meet the requirements of the schools. In the advanced Readers the literary selections never were considered well graded, while they defy any systematic grouping to permit of a scientific treatment of their contents. Since the introduction of Nature Studies, and the process of teaching language through a knowledge of facts and objects, the First Readers have ceased to be of any particular value or use, and are being rapidly superseded by the Black-board; while the introduction of Nature Studies with suitable readings will complete their total exclusion. In fact, the inevitable advance of pedagogic art has completely discounted the present text-books, and must necessitate their speedy withdrawal from authorization.

No school buildings were erected during the year. I have not urgently insisted upon the plain demands of the Act and Regulations in respect of school houses and equipments, mainly on account of the severe financial crisis through which the country was passing; but now that commercial and agricultural prosperity has returned, the requirements of the Act and Regulations must be insisted upon in the interests of the youth of the sections, in the interests of education itself. In one respect, I can report a favorable condition despite the cry of hard times. Trustees, with few exceptions, have of late displayed more care in preserving school buildings and property than in former years, and have come to recognize their responsibility as custodians of school property. The teachers have as a class awakened to the fact that pleasant surroundings assist in the accomplishment of their work. Many school rooms now possess pictures, plants, and specimens of decorative art, and pupils are observed to take keener interest in maintaining the proprieties of school life and its accessories. The tone of the school is more elevated and the intercourse of pupils more refined where attention is paid to these matters.

The usual convention of the Teachers' Institute for the county was held in September last, and was unusually well attended. Teachers are beginning to take their due share of the work of the convention, and I am glad to be able to state that much good is accomplished yearly through its agency. Over 100 volumes have been added to the Teachers' Library, and it is proposed to make further additions in the near future.

In conclusion, I have to thank your council for many marks of consideration in my work, and for the hearty support accorded to all of our educational institutions.

I have the honor to be, Gentlemen,

Your obedient servant,

ALLAN EMBURY,

Public School Inspector,

County of Peel.

Announcements for 1898.

ENTRANCE AND PUB. SCHOOL LEAVING EXAMINATIONS

Will be held as usual at Brampton and Streetsville High Schools and at Bolton and Charleston Public Schools on June 28th, 29th, 30th. Candidates must present themselves at 8.30 a. m. of the first day of examination. Candidates must make application to the P. S. Inspector not later than May 1st. each application to be accompanied by a fee of \$1.00.

DEPARTMENTAL EXAMINATIONS.

High School Form I Examination will begin July 4th; Form II and Commercial Specialists on July 6th; Forms III and IV on July 8th. Candidates to be in their places at 8.30 a. m. on first day of examination. Application for examination in any of the forms specified shall be made to the Public School Inspector not later than May 23rd, and must be accompanied by the requisite fee or fees, according to this schedule:—Form I, \$2.00; Form II, Pt. I, \$2.00, Pts. I and II, \$5.00; Form III, \$5; Form IV, Pts. I and II, each \$3.00, taken together \$5.00; additional subjects to complete an examination, \$2.00; Commercial Diploma, \$4.00, (Pt. \$2.00.) No more than \$5.00 will be exacted from a candidate in any case. Examinations in all or some of these departments will be held at Brampton and Streetsville High Schools and at Bolton Public School.

MODEL SCHOOL, COUNTY OF PEEL,

Will open at Brampton at 10 a. m. on Sept. 2nd. Candidates must make application to the Public School Inspector on or before Aug. 25, and must furnish proof of age, and certificates as to standing. All teachers claiming the benefit of the regulations as to the renewal or extension of certificates must make application therefor on or before Aug. 25th, 1898.

NORMAL SCHOOLS, TORONTO AND OTTAWA,

Will open on the third Tuesday in August 1898 and the third Tuesday in January. Forms of application will be furnished by the Education Department, and the application must be confined to a period of not more than four months previous to the opening of the Normal School and must be accompanied by a fee of \$5.00.

TEACHERS' READING COURSE, 1898.

Teaching the Language-Arts—Hinsdale.....	\$1 00
Education of the Greek People—Davidson	1 50
The Old Regime in Canada—Parkman	1 50

Candidates for admission to the Normal Schools in August 1898, and in January 1899 will be examined in the Teachers' Reading Course as above.

LITERATURE SELECTIONS.

HIGH SCHOOL ENTRANCE 1898:—(a) Loss of the Birkenhead; (b) The Evening Cloud; (c) The Humble Bee; (d) The Truant; (e) The Face against the Pane; (f) The Battle of Bannockburn; (g) Lesson XXXIII, The Skylark; (h) Death of Little Nell; (i) A Psalm of Life; (j) The Heroes of the Long Sault; (k) The Honest Man; (l) Yarrow Unvisited; (m) The Exile of Erin; (n) Ye Mariners of England; (o) The Changling; (p) The Capture of Quebec; (q) The Song of the Shirt; (r) A Forced Recruit at Solferino.

HIGH SCHOOL ENTRANCE 1899:—(a) Tom Brown; (b) Pictures of Memory; (c) The Barefoot Boy; (d) The Vision of Mirza (both readings); (e) On his own Blindness; (f) From "The Deserted Village;" (g) Flow Gently, Sweet Afton; (h) The Bell of Atri; (i) Lady Clare; (j) The Heroine of Vercheres; (k) Landing of the Pilgrims; (l) After Death in Arabia; (m) Robert Burns; (n) The Ride from Ghent to Aix; (o) Canada and the United States; (p) National Morality; (q) Scene from "King John."

FOR MEMORIZATION 1898-9:—(a) The Bells of Shandon; (b) To Mary in Heaven; (c) Ring out, Wild Bells; (d) Lady Clare; (e) Lead Kindly Light; (f) Before Sedan; (g) The Three Fishers; (h) To a Skylark; (i) Elegy, Written in a Country Churchyard.

PUBLIC SCHOOL LEAVING 1898.

LITERATURE SELECTIONS.

(a) Rule, Britannia; (b) The Cotter's Saturday Night; (c) The Isles of Greece; (d) Dear Harp of My Country; (e) The Bridge of Sighs; (f) Horatius; (g) My Kate; (h) The Cane-bottomed Chair; (i) The Hanging of the Crane; (j) Barbara Freitchie; (k) The Lord of Burleigh; (l) The "Revenge."

1899

(a) To Daffodils; (b) Rule, Britannia; (c) The Bard; (d) To a Highland Girl; (e) The Isles of Greece; (f) Indian Summer; (g) The Raven; (h) My Kate; (i) The Cane-bottomed Chair; (j) The Hanging of the Crane; (k) As Ships, Becalm'd at Eve; (l) The Return of the Swallows.

NOTE.—Teachers will be expected to bring these notices before their pupils from time to time as required, and to afford any explanation of the Regulations governing the Examinations for 1898. For further information, both teachers and candidates will consult the undersigned.

Court House,

Brampton.

Jan. 20th, 1898.

ALLAN EMBURY,

P. S. Inspector,

County of Peel.