THESIS

FOR THE DEGREE OF M.L. IN THE
COLLEGE OF LITERATURE AND SCIENCE

UNIVERSITY OF ILLINOIS

BY E.U.BARBER  CLASS OF 84.
HAMILTON  ONT.  MAY  92.
Ontario System of Education.

In choosing this subject it seems only just to mention briefly, the founder of the system, Egerton Ryerson, who was for sixty years in public service in Canada, being the most of that time engaged in the educational work of his country.

Mr. Ryerson was born in Norfolk Co., Ontario on the 24th of March, 1803. Even at an early age he evinced a desire for an education and seized with avidity any opportunity for instruction and self-improvement. While quite young he showed such proficiency in English Grammar that when the lecturer upon that subject in the Victoria School was ill, Ryerson was asked to act as a substitute although he was scarcely sixteen.

At eighteen, having deeply offended his father by uniting with the Methodist Church, he was obliged to leave home. He obtained a subordinate situation in the London Grammar...
School where he remained for about two years, teaching and studying. He took great delight in reading classics and such books as Locke's Human Understanding, Paley's Moral and Political Philosophy and Blackstone's Commentaries - thus showing his intellectual inclinations.

In 1825 he entered the ministry and soon after he was sent as a missionary to an Indian village on the Credit River. Here he labored very hard encountering all the difficulties of a pioneer life and in addition he was compelled to enter into controversial writings because the established church at that time assailed the Methodists from all sides, and therefore he found himself subjected to a system of petty and bitter persecutions to which few men of less nerve could have borne. Especially after he accepted the editorship of The Christian Guardian in 1829, was he most violently attacked; for at that time the contest for civil and religious liberty began in upper Canada and the columns of The Guardian amply testify to Dr. Ryerson. The various sects owe much of the freedom they now enjoy.

In 1841 Dr. Ryerson was appointed Principal of Victoria
University, Cobourg, Ont., but he only remained there for a few years; for at that time the educational condition of Ont. (Upper Canada then) was in a deplorable state, and as Dr. Borden was the most able man in the educational field, it was but natural that he should be requested to accept the appointment of Minister of Education when a vacancy occurred in 1844. He at once became intensely interested in the work of founding a system of education for his country. His idea was, that a system of public instruction should commence with the common school and terminate with the University. That it should be connected and harmonious throughout. That it should equally embrace all classes without respect to religion or political parties. He devoted himself most assiduously to the work and some idea of the vastness of his labor and his desire to understand thoroughly the nature of it may be gathered from the fact that he made five educational tours to Europe for the purpose of inspecting and critically examining the schools and systems of education in the different countries of that continent such as Belgium, France, Bavaria, Austria, and Switzerland. He also...
carefully examined. The schools and school law of the United States especially of the Eastern and Middle States. Neither did he neglect to investigate the condition of the schools of his native province, for he made official tours through each county at stated periods, holding county conventions of municipal councillors, clergymen, school trustees and local superintendents. In this way the school system was developed, both by inquiry in foreign countries and free consultation with his fellow citizens.

In the drafting of the School Act of 1850 the following principles were observed: 1st That the machinery of education should be in the hands of the people themselves and should be managed through their own agency. They should therefore be consulted in regard to all school legislation.

2nd That the aid of government should only be given where it can be used most effectively to stimulate and assist local efforts.

3rd That the property of the country is responsible for and should contribute towards the education of the entire youth of the country and as a complement to this, compulsory education should necessarily be enforced.

4th That a thorough and systematic inspection of the schools is essential.
To their vitality and efficiency."

The bill of 1850, comprehensive in its provisions and details, was drawn from the following sources. 1st The machinery of the system was adapted mainly to the circumstances of Ontario from the school laws of the Middle States. 2nd The method of supporting the school by a uniform rate upon property, was adopted from the New England States. 3rd The Normal and Model schools were projected after those in operation in Prussia. 4th The school text books were originally adopted from the series then in use in Ireland and acceptable to both Protestants and Catholics.

That the bill suited the needs of the Province is shown from the fact that it is still the principal statute under which the public schools of Ontario are now maintained. Notwithstanding this, Dr. Ryerson met with strong opposition at first, from individuals on personal, religious or political grounds; yet, as he was upheld by each successive Government, regardless of party and finally by the cooperation of all religious bodies, he was able in 1876 to retire from
office with the goodwill of all.

At present the School System of Ontario includes the
Kindergarten, Public, Separate, and High Schools, terminating with the
Provincial University.

The Kindergarten—This department preparing pupils
for the public school admits children at four years of age. The curric-
ulum prescribed is Froebelian but although in some of the larger
cities as Toronto and Hamilton there are very good Kindergartens
yet they have been introduced so recently that they do not rank as
high as many of those in the United States. Only a very few
are found outside of the cities, yet I think their influence is felt
by the Primary Schools and as the Kindergartens gradually find their
way into the Towns and villages a great change will be made
in the primary grades of Public Schools.

Public Schools—Until a few years ago the Primary
Department was very much neglected and with the exception of the
cities and a few of the larger Towns it is yet, as the lowest sal-
anes are paid and the most inexperienced teachers employed in the lower grades. If an energetic, experienced, wide awake teacher does find herself in a primary she discovers she is not only hampered by the curriculum but also by inferior text books and finds very little or no apparatus suitable for the work. Take the curriculum in numbers for example. In the first year addition and subtraction of numbers to 100 must be taught. Should the teacher believe that the relation of numbers rather than specific rules should be first understood and that numbers as far as twenty is too much for the ordinary child to compass in one year, what resort is left but simply to teach addition and subtraction mechanically. For the curriculum must be covered or the teacher loses in reputation. No supplementary reading is provided for at all, and only the most inferior First Reader with a few charts, worse if possible than the reader, are authorized. The readers are poorly bound, print too fine, illustrations below par and the matter uninteresting. In fact there is nothing desirable about the book but the
price and that is about half of the average First Reader. The Phonetic
method is the one to which the book is adapted, and all interest
is sacrificed to it; many words not familiar to the ordinary
child being introduced for the sake of the sound, as vat, van, gig,
mag, cam, junct, etc. No diacritic marks are used and when
ready for Part II of the Reader the child is hopelessly bewildered in
pronouncing new words for he knows of no way to discriminate
the different vowel sounds; whereas if the diacritic marks were
used no trouble would be experienced.

People generally acknowledge the inferiority of the
books, but still apparently no effort is made to better them. It
may be accounted for in this way. If one feels confident that he
could write a better book and one that would be more acceptable
to teachers he knows that he must first convince the Board
of Education that it is the book for the times, and if he should
not succeed his work is useless; for, no matter how well pleased
the teachers would be with it they would not even dare
use it as a supplementary book unless authorized by the Education Department. Now many of the Board probably never taught a day in a primary school and although they may be full of theories they are not as competent to judge as those of experience. Then again, there is a possibility that they might be influenced by the expense of publishing and by the loss accruing to the publishers from the books in stock when the new ones are authorized. However, it is necessary for an inspector to report the use of unauthorized text-books before any action is taken. It sometimes happens that an inspector feeling the lack of supplementary work would ask no questions if unauthorized books, as supplemental work, were used and hence a few of the progressive schools are furnished with some American (U.S.) books. A proceeding that would horrify some of the more conservative School Inspectors.

Another reason for the inferior text-book is the lack of competition. If an author has a text-book authorized he feels no pressure in regard to new editions because he has
no fear of a better book being written and his own thrown out, for he knows well the difficulties involved in having a new book sanctioned and he also knows that the time required would be amply sufficient for him to re-write his own. Hence there is positively little or no competition in books for the lower grades and a book may be recognized as not up to the standard long before a change is contemplated.

As regarding apparatus: little attention seems to be paid to it. Canadians as a rule are not as inventive as their American cousins (or else their inventors go to the United States as Edison, e.g.) so that the best primary supplies cannot be had in Ontario and the duties make them so expensive that their introduction is not without much cost.

In the higher grades of public schools the books are better, but yet not as well bound and attractive as those of similar grades of the U.S. schools and these grades also lack supplementary reading. Not infrequently however
Two or more books on one subject are lawful but this does not apply to any below High School curriculum. One point of cheapness they far surpass the American books as may be seen by comparing the following list.

<table>
<thead>
<tr>
<th>Book</th>
<th>Price in Canada</th>
<th>Price in U.S.</th>
<th>Book</th>
<th>Price in Canada</th>
<th>Price in U.S.</th>
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<tbody>
<tr>
<td>Part I First Reader</td>
<td>$0.10</td>
<td>$0.17</td>
<td>History</td>
<td>$0.35</td>
<td>$1.35</td>
</tr>
<tr>
<td>II</td>
<td>$0.15</td>
<td>$0.30</td>
<td>Ayers Orthoepist</td>
<td>$0.35</td>
<td>$1.00</td>
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<tr>
<td>Second</td>
<td>$0.25</td>
<td>$0.42</td>
<td>Verbalist</td>
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</tr>
<tr>
<td>Third</td>
<td>$0.35</td>
<td>$0.60</td>
<td>Harknesser Latin Grammar</td>
<td>$1.00</td>
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</tr>
<tr>
<td>Fourth</td>
<td>$0.50</td>
<td>$0.72</td>
<td>Allen &amp; Grounough's</td>
<td></td>
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</tr>
<tr>
<td>Fifth</td>
<td>$0.60</td>
<td>$0.85</td>
<td>Wither Lessons in Greek</td>
<td>$1.00</td>
<td>$1.50</td>
</tr>
<tr>
<td>Arithmetic Public School</td>
<td>$0.25</td>
<td>$0.35</td>
<td>St. S. Physics</td>
<td>$1.00</td>
<td>$1.50</td>
</tr>
<tr>
<td>Geography</td>
<td>$0.75</td>
<td>$1.20</td>
<td>Baldwin's School</td>
<td>$0.75</td>
<td>$1.50</td>
</tr>
<tr>
<td>Grammar</td>
<td>$0.25</td>
<td>$0.65</td>
<td>Management</td>
<td></td>
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</tbody>
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The First Book Part II corresponds to the American Second Reader. The Second to the American Third, etc.
There is also a scarcity of elementary books. Historical Biography and Science such as Julia McNair Wright's "Talk on Science," "Friends in Feathers and Fins, etc."

Children of the United States Schools are acknowledged to be better readers than Canadian and I cannot but attribute this to the fact that the American Public Schools have much more literature or reading matter suitable to the various ages of the school children than the Canadian. The Canadians spend more time on Arithmetic and Mathematics generally. A loss of time must be experienced by the pupils from this subject because some of the more difficult parts for the children are introduced too early in their school life and they require a much longer drill than if left till they are older, hence time is consumed that might be more profitably employed in creating a taste for good reading and also in increasing the powers of observation by the introduction of easy and interesting subjects in the field of Science.

In the highest grade of the Public School the pupils are prepared for the entrance examination to the High School.
A yearly examination in July is held for this purpose. The papers are prepared by the Ontario Board of Education at Toronto on the following subjects: Reading, Writing, Arithmetic, Geography, English and Canadian History, Literature (from Selections in the Fourth Book), Grammar, Drawing, Temperance and Hygiene. The examinations held in the High School Buildings last about three days and are presided over by the County Inspector (Superintendent of Public Schools) and assisted by the High School Teacher appointed by the Education Department.

To be successful a pupil must average 50 per cent on the whole number of subjects and must not fall below 33 1/3 per cent in any one. This per cent may appear very low but if the nature of the questions and the fact that no suggestions are received from the Teachers of the pupils examined, are considered, it will be observed that an average of 50 per cent is sufficiently high. The papers are then examined by the inspectors and High School Masters. No account of the work done during the year is regarded so that everything depends on the examination. If an outrageously dif-
ficult paper should be set and the teachers from all parts of the Province should complain. The Education Department would probably throw the paper out, but the teachers suffer much before complaints become general.

One great advantage derived is that the standard for admission to High Schools is the same throughout the Province, but then again the percent being so small it might possibly happen that a pupil would find just enough on the paper that he could do to twice when he really was not prepared. On the other hand a pupil well grounded in the work, might through nervousness or a slight indisposition be unable to do his best and his failure would mean the loss of his year's work. Thus it occurs after results are out that the teacher is often much surprised to learn that his poorest pupil is successful while the best has failed.

Separate Schools—An Act in the School Law provides that five heads of families, being Roman Catholics living in a city, town or village may call a meeting to establish a Sep-
arate School and elect Trustees. When a Separate School is established
The Catholics are almost compelled to support it for the school taxes
levied on Catholics are given to the Separate School Fund, unless
The head of the family applies to the municipal clerk asking to be
put on the Public School list a thing that is rarely if ever done for
no true Catholic wishes to go directly contrary to the order of his church.

In taxing property the occupants of the house determine
the tax. If he be a Catholic no matter who owns the house
the school tax is for the Separate School. E.G. A prominent lawyer
of Hamilton, Ontario, owning considerable property occupied by Catholics
in that city determined to test the law. He brought the matter
into court, claiming that he being a Protestant had a right to
have the school tax on his property paid into the public school
fund, but he found that according to the interpretation of the
present law his case was hopeless.

These schools also receive Government grants in
proportion to the pupils attending, the same as the Public Schools.
The Separate School Teachers are compelled to pass
the prescribed examination for Teachers but they are allowed to
attend Separate Training Schools.

While the Education Department vigorously enforces auth-
orized books upon the Public High Schools it has no supervision
over the Separate and the consequence is that the sectarian
books are used almost exclusively - thus widening the breach every
day between Protestants and Catholics - a most unwise thing for
even now. The strife between them is one of the difficult problems for
the Canadian Government to solve.

It is needless to say that these Schools do not rank
as high as the Public Schools because the desire is not to train
the pupils for Department Examinations as the wish is to ground
them thoroughly in the doctrines of their church.

High Schools - The High School course extends
theoretically over three years but a pupil who accomplishes the
work in that time is regarded as almost a prodigy while one
who covers the course in four is considered clever and a little above the average. So few cover the ground in three years that practically every High School having the full course is divided into at least four forms: The first years work being done in the two lower forms. The first years course includes Grammar, Arithmetic, Geography, History, Drawing, Book-keeping, Algebra, Geometry, Literature (selections from the Fifth Book and one book from some standard novelist as Scott), Composition and an option of Botany, French, German or Latin.

The second years work includes advanced Arithmetic, Algebra, Geometry, Geography (Physical and Ancient), English and Ancient History, Grammar, Composition and Rhetoric, Prose and Poetical Literature (from two authors and one standard novel) and an option of Physics and Chemistry, French, German, Latin or Greek, but in the matriculation class three languages must be taken or Physics and two languages.

The third years work includes Grammar and Philo-
domy, Physical Geography, History and Constitution, Algebra, Geometry
Trigonometry, Literature. (Selections from two or three authors) Essay Writing and an option of French or German, Latin and Greek or Zoology. Physics and Botany. The examinations for the different years work are held yearly in July throughout the Province in the High School Buildings and are presided over by the Inspectors and High School Teachers appointed by the Department of Education.

The questions are prepared and sent sealed to the different presiding examiners. The papers are opened by the presiding examiners in the presence of the applicant at a uniform date and hour throughout Ontario. The papers are numbered (in no case does a pupil's name appear on any examination paper) and sent in sealed envelopes to the Education Department at Toronto where they are examined by a committee appointed by the Board of Education. This committee is generally composed of University graduates who are engaged in the Teaching Profession. The committee is divided into two parts—those from the East examine the papers of the applicants from the West and visa-versa.
In this way no Examiner examines his own pupils papers (for even if
the name were not on the paper the writing might be recognized) thus
chance for partiality seems impossible.

The results usually appear in the news papers from seven
to eight weeks after the date of the Examinations. There are very few
of any people who are not interested either from personal or friendly mo-
tives, and at about the time the results are expected much anxiety pre-
viile for success or failure is made public. It frequently occurs that some
feel the disgrace of failure so keenly they never can be induced to try again
and their school days end prematurely. If about sixty per cent pass the
results are considered generally satisfactory.

The successful ones in the first year's work receive a
Third-Class Non-Professional Certificate. The second year's Examination
entitles a pupil to a Second-Class Non-Professional Certificate.
While the third years work grants a First-Class B. Non Professional
First Class A and B are received from University work.
The number of branches pursued in the High School
occupies nearly all of the pupil's time in the recitation room and if much home study is done all the lessons cannot be learned. Hence much of the work usually prepared by the pupil is done by the teacher because the time for the work is not sufficient for the pupil and the teacher knowing his reputation depends on the number who are successful under his training, cannot help devising some plan by which the pupils will gain time for drill on a line which will assist in that particular examination. Illustration: A teacher in dealing with the character of 200 P.L.T. might believe it would be a fine drill for the pupil to read parts of several histories and draw P.L.T.'s characteristic features from them; but he says, 'My pupils have so much to do before the examination. I can't ask them to read a thing that might not be asked;' therefore he reads it himself and takes notes on a few of the most picturesque paragraphs and gives them to his class to memorize or learn the substance. Now while the pupil has the knowledge necessary for the examination in question, he has lost the value of the research and the acquaintance of the different historians consulted, and I
The latter of much more importance to the student; for the teacher doing this work also makes the pupil dependent. I have several times been surprised at the ignorance displayed by some of the pupils in searching for information. One very clever student, almost a prodigy in passing examinations, astounded me by asking how to use the Cyclopedia. She was nearly through the second year work in the High School and had never consulted a cyclopedia! Upon some inquiry I found many other good students in the same condition, although the High School library contained the American Encyclopedia, but the teachers not the pupils made use of it.

In pronunciation they are quite faulty and do not consult the dictionary with any degree of eagerness to find the correct pronunciation of a new word. I attribute this to the fact that they are judged entirely from written work and if the word is properly spelled it makes no difference to the pupil so far as the examination is concerned even if he cannot pronounce it correctly.

The number of subjects pursued at one time is so many
That only comparatively little can be covered in any one branch
during a year. Illustration: The first year's Geometry course includes
Twenty six Propositions of the First Book of Euclid with Deductions.
The second year's work includes the first year's work plus the remaining
Twenty Two Propositions of the First Book, Books II and III with Deductions.
While the third year covers all Euclid's Six Books. Other subjects
are pursued in a similar manner.

The great number of branches studied during the same
year also increases the strain of the examination because the class standing
is not considered and frequently pupils who have studied faithfully all the year fail from overwork and excitement at the last.
Another drawback is that both teacher and pupil look forward to the
examination as the goal and often the real value of study for the
sake of knowledge is overlooked because the examination looms up in the distance out of all proportion to its worth. Then the tendency to cram is still increased. Memory subjects are generally neglected until the latter part of the year. The student argues
in this way. "I prefer not to spend much time on such subjects as History and Geography until near the time of the examination because one forgets it if learned earlier and if I cram well on the main parts at the last I will be able to pass". If passing his examination is his only object he is right and he can work more profitably on the reasoning subjects in the earlier part of the year for cramming is certainly more difficult in them. Sometimes the examination so far in the distance has the effect of making a student careless in all his work in the fall and in trying to make up the missed time at the last he burns the "midnight oil" reducing his system until several weeks of rest are necessary to restore him to his normal vigor.

Then again the examinations prepared by the department - the teachers not being consulted cannot but ignore much of the work of the teacher and although no one knows better than the instructor the character of his pupils work he is not consulted. To give an idea how the very best work might pass for naught. Take a
class is literature. One Teacher emphasizes literary taste; he has his
class inspired with lofty ideas and carried away with the appro-
priateness and beauty of diction. He reads and the pupils read
The poem, essay or drama as a work of art and for the time being
history, chronology and science are forgotten while the pupil learns
to appreciate the literary composition and delights in the del-
inition of the human passions, the naturalness of the style,
and the strength of expression. Perhaps a real love of literature,
the prime object of study. Another Teacher may spend his time
on the analysis of the work, explaining the references to history, mythology,
biography, science and philosophy scattered through the Selection.
Then comes the examination. The paper full of questions on chronol-
ogy, science etc. The first man who has given his time to inspire
his pupils with a love of poetry finds his pupils nearly all fail while
the other one's pupils cover their Teacher with glory. Thus it is easy
to perceive that often the very best work of pupil and Teacher
is overlooked.
The High School course may be divided into five departments:

1. Mathematics or Deductive Science
2. Languages—French, German, Latin, and Greek
3. English Literature—Composition, History, and Geography
4. Applied Sciences—Physics, Botany, Chemistry, Zoology
5. Commercial—Drawing Bookkeeping, etc.

Mathematics and Languages have long held the foremost place and some very excellent teaching is and has been done in these departments. The books used in Modern Languages especially French are certainly very good. The pupil is very soon introduced to the foreign writers which makes the subject more attractive. The first year includes Grammar, easy composition work and reading short selections from various French authors not difficult for the beginner. The second year quite long selections from at least two authors are read and the Grammar and composition continued. The books containing the Reading Selections are reprinted by the Department and excellent notes and a vocabulary are added.
The third year - Grammar and quite difficult composition work is pursued and about three authors are read. Notes are added in the reprinted edition but no vocabulary is given.

The German books are not always as good. The pupil proceeds from the Grammar to an author and sometimes a difficult writer's work is chosen. The selections are not always reprinted and hence no vocabulary is given and very few notes making it much harder for the pupil.

In Latin some complaints have been made of the introductory books, but books are now in preparation that will doubtless obviate many of the difficulties. The authors reprinted by the Department are elaborately annotated with excellent vocabularies. As the examinations are always upon some passage from the authorized authors, many pupils have Lock's Method of learning a language and get an interlinear edition but these are not used in the class room.

Science - Applied science has been until quite
recently almost ignored and consequently not very many of
the High Schools and Collegiate Institutes have apparatus
sufficient for instruction of a high grade, but great change
are taking place at present, for science seems to be making rap-
id strides - its value is being recognized by the people and the re-
sult is many great improvements in equipments for that department
are being made in the majority of schools and doubtless in a few years,
at the most, science will be one of the first if not the leading depart-
ment.

English Department - Much attention has been given to these
subjects, and if there is a failure here it cannot be attributed to neg-
lect by the Department of Education.

The Grammar, History, Geography and Composition will
probably compare favorably with those subjects in the schools of any
other country, but in the literature the average student has not the
general knowledge he should have for the time spent by him in its study.
This may be due to the course and examination questions. Illustrations
In the first year work a few selections are remorselessly dissected, hacked to pieces, analyzed, rewritten by the pupil, derivations of words traced, figures of speech noticed, parts memorized and every conceivable meaning deduced from the paragraphs or stanzas and I doubt not but some of them would be a revelation to the author himself. Now all this is delightful to the older student, but instead of creating in the younger student a love for literature which certainly is the important object of the study, the pupil often being drilled weeks on a short selection becomes disgusted with it and does not care to read any of the works of that author. However from the nature of the examination questions there is no alternative for the teacher, no difference how much he may disapprove. Neither can a student get a true conception of an author from one selection and unless a desire to read more of that author be created the selection is of little value no matter if very thoroughly treated.

The second year is a little better for here a larger
poem from a standard poet with a prose essay from Macaulay, Addison or Goldsmith is selected and for the past two years a novel of Scott's has been added from which the examiners expect a composition to be written upon some subject drawn from the book. The third year work is quite similar and at the end of the course the student may know a few selections and one of the works of four or five authors but he has a crude and limited idea of others. It seems to me then if the student had less of the few and a little of the many during the first and second year it would be of more practical value to him.

Commercial Course - This has only been recently introduced. It includes training in English, Arithmetic, Drawing and Book-keeping. On completing the course the student is rewarded with a diploma. It is growing in popularity and as the public begin to appreciate it, doubtless many improvements will be made.

University - The Provincial University is under the
direction of the Senate partly appointed by the government, partly ex-officio and partly elected by the alumni, but the action of the Senate is subject to the approval of the executive government.

The University provides an Arts course with a number of options and has the right to grant the usual degree. It is open to both sexes and about ninety-nine percent of its students have matriculated from the High Schools in Ontario. There are five Universities in addition to the one supported out of the Provincial Endowment. They have a common standard for matriculation and all admit their students by one examination conducted on their behalf by the Educational Department.

There are two modes of proceeding to graduation from a University: (1) Pace Course (2) Honor Course. In the latter there are eight Honor Departments and any student reaching the required standing in any one of the departments is entitled to the degree of B.A. and one year from graduation upon presenting an acceptable thesis he will receive the degree of M.A.
In order to explain the courses I will insert the curriculum for the Pass Course of the Provincial University and the other Universities are quite similar.

First Year: Latin, English, History, Mathematics, any two of three languages, Greek, French, German, any one of the three sciences, Chemistry, Biology or Geology.

Second Year: Latin, English, History, Philosophy, Physics, any two of the three languages Greek, French, German.

Third Year: Latin, English, any two of the three languages Greek, French, German, any one of the three departments - History and Political Science, Philosophy and Physics.

Fourth Year: Latin, English, any two of the three languages Greek, French, German, any two of the three departments - Political Science, Philosophy, Mathematics and Physics.

The Pass Course is not supposed to be easier than the other but in some ways it is broader and I believe it is usually conceded that the Pass Student has the advantage...
in general knowledge, although he is not required to take as high a per cent on his examination. The lower per cent, with the tendency of the age to specialize, causes the course to be depreciated by the students, and therefore the honor students far outnumber the rest. The honor students begin to specialize the first year while the last two years are devoted almost entirely to special subjects, and he may choose from the following subjects:

I. Classics  II. Modern Languages  III. Oriental Languages  IV. Political Science  V. Philosophy  VI. Mathematics and Physics  VII. Chemistry and Mineralogy  VIII. Natural Sciences.

Classics and Mathematics have so long held the first place in the universities here that it seems to me students graduating from these departments under value the other courses and over estimate the importance of their own. This may in part be true of the students of the other departments but it is not noticeable. This comes I think from specializing so early in the university course. When so much time is devoted to one
line. There is no chance for the student to ramble a little in other
paths and so enlarge his vision until he realizes that he is only
gathering grains from the vast field of knowledge.

The University sessions begin in October and close in
The early part of May. No examinations are held after the opening
until a few weeks before the close. No class work is considered
but the final examination questions are not always set by Pro-
fessors outside of the University. At least seven or eight subjects
are studied at the same time. Mental strain during the last
few weeks is very great—much greater than in Universities where
only a few subjects are allowed to be pursued, and where term
work is counted with the final examinations. The mental
strain is further increased by Scholarship Rewards. The fol-
lowing is a list from the Provincial University in Toronto:

Junior Matriculation

The Mary Mulock Classical Scholarship of $120.
Prince of Wales Scholarship in General Proficiency 50.
To show the comparative value of the several departments the following list is given for Prince of Wales Scholarship:

Greek — 400 Marks.
Latin — 400 Marks.
French — 250 Marks.

Mathematics — 800
English — 300
German — 250

First Year: The Moss Scholarship $20.

Second Year: Blake Scholarship in Political Science and Law
One of $75.

Third Year: The Blake Scholarship in Political Science and Law
One of $75.

The Wm. McIlwraith Scholarship in Mathematics $60.

The Daniel Wilson Scholarship in Chemistry and Mineralogy $60.

The Daniel Wilson Scholarship in the Natural Sciences $60.
Fourth year Gold and Silver medals to highest and second highest standing in each department.

Post Graduate Ramsey Scholarship in Political Economy of $20.

The system of Scholarship Rewards and Medals appears to have crept into this country from England. The idea now seems to be that if any one wishes to benefit the institution he must found a Scholarship. The question comes has he really benefited the institution or the students. Possibly a few more students may avail themselves of the opportunity for instruction offered by the institution because of the scholarships but I doubt it and even if it were so it might be questioned if students governed by so comparatively low motives as to be brought to a college solely through the expectation of reward from Scholarships would be an honor to their Alma Mater.

If the founder's idea was to help some of these financially needy students he is not sure that any benefit will accrue because the millionaire's son is as likely to
get the reward as the penniless student; or if the idea was only to stimulate effort, it might be looked upon as disgraceful to the nineteenth century—as an insult to the youth of this period. To think that a sense of duty to himself, his country and his God is not enough to bring out the best there is in him without the reward of a few dollars or distinction based upon a conquest over fellow students.

The Ontario system looks well emanating from a common centre and running through every part of the country in all the branches of educational work, from the University down, or from the kindergarten up. It sounds well to hear of one mind or council directing the whole and securing uniformity. Certificate and Diploma have a common value, but with so much inflexible machinery it is easily perceived that individuality and independence are discouraged in both teacher and student for the premium is on uniformity. The teacher, his reputation depending on the success of his pupils, knows that spoon feeding gives the best
result and he crams into the pupil only what he feels may be needed to suit the requirements of the examination, and the student knowing that independent research on his part avail little is content to be sponsored, for his desire to pass far outweighs his desire to possess real knowledge of the subject. Also the system which does not bring the best results to the average is faulty. The main fact that every thing depends on the examination cannot but develop nervousness and work most disastrously upon child or adult, especially upon the delicate and unassuming. While the student of especially strong physique may come from the Educational Machine a well developed man it certainly crowds the physically inferior, but not necessarily one of less mental calibre, to the wall.

In concluding the Non-Professional side I would suggest (1) Allow the years work to count at least as much as the examination

(2) Supplementary Reading and better apparatus should
be provided in the lower grades.

3) Let examinations deal with the leading principles
only and require a higher per cent for passing.

4) Guard and cultivate the individuality and
independence of the students. This might be done in con-
nection with the years work.

5) Establish a fund from which needy students
may borrow money without interest until time has been
allowed for them to refund the money after graduation
rather than encourage the founding of scholarships and
the giving of medals.

The Professional Side.

For the purpose of providing efficient teachers the
Province of Ontario has four classes of Training Schools viz-
Two Provincial Kindergartens for the Training of Kindergarten Teachers;
Fifty-Three County Model Schools for the Training of Third-Class
Teachers; Two Normals for the Training of Second-Class Teachers.
and a School of Pedigogy for the training of High School Teachers.

Kindergarten - The course in the Kindergarten extends over two years, namely one year for assistants and one year for directors. These schools have been only recently established but they are progressive and are already making a place for themselves in the educational world. Many towns not being able to establish a purely Kindergarten prefer teachers who have been trained for that work in their primaries - thus showing that the public begins to appreciate the training received in the Provincial Kindergarten.

Model Schools. - Admission to the County Model Schools is granted to those holding First, Second, or Third Class Non-Professional certificates obtained from the High School examinations. No one is allowed to teach until he has attended the Model Session which lasts four months - beginning the last of August and closing at Christmas Holidays.

The course includes lectures by the Model Master.
who is usually the principal of the Public Model School, professional reading, observation and teaching.

The benefits derived depend altogether upon the Model Master and his school. Illustration in one school I chanced to visit the Master had been long in the profession, was very conservative, generally opposed to new ideas and believed there was one way of teaching a lesson, that was his. Questioning the students I learned their idea was to please the Master by following his plans as nearly as possible and have no opinions of their own.

Inferior teachers were employed because they commanded the lowest salaries. Yet these modelites taught before them and received their criticisms. In such a school I think the training was positively injurious. However, I do not believe that an average Model School. As a contrast take the Model School in the city of Hamilton. A man especially fine in primary and public school work is at the head, supported by an intelligent inspector and a liberal board. The school is in an
Admirable condition. The influence is felt in all that section of Ontario.

The Model Schools have been established about four

Ten years and taken as a whole they have done much toward improving the schools. At the close of the Term a written and practical examination is held. The written work is based upon methods in teaching and the professional reading while the practical consists in teaching three lessons in different grades before appointed examiners. If the Term's work and examination average 52 per cent a Third Class Professional Certificate is granted for three years.

Normale—There are two Provincial Normals one at Ottawa and the other at Toronto. The candidate for admission must have (1) a Third Class Professional (2) one year experience at least in teaching (3) a Second or First Class Non-Professional Certificate.

The course includes professional reading, attending lectures, observation and teaching ten lessons. The final exami-
mation is similar to the model. If successful the student receives a Professional Life Certificate.

The Normal are commodious buildings, well filled with apparatus and a moderately good corps of teachers. The main criticism is a lack of originality and independence on the part of students. It is not because the Canadian students are deficient in these but they are not encouraged and they are afraid of offending the teachers who hold the power of plucking them. There seems to be a want of freedom between the student teachers and the professors. There seems to be a "don't criticize me" air about the teachers—a dignity of position possibly inherited from their English ancestors, that makes the student teachers feel the fewer questions and comments indulged in the more advantageous would it be to them.

The length of the course is now about six months but it is soon to be extended to one year. This is a good idea because it tends more towards making teaching a profession.
and in the future teaching may not be made simply a stepping stone to something else.

School of Pedagogy—This school is also located at Toronto and trains teachers for High School work only. Students with First Class Non-Professors certificates and undergraduates of two years standing are admitted. To be trained for High School Assistants and the graduates only are entitled to Head Master certificates. The course in this school includes lectures, professional reading, observation, and teaching in various High Schools in Toronto. The length of the session has recently been extended to one year. The teachers are of a higher grade. The professors are more liberal, and the observation and teaching generally more enjoyable than in the other Training Schools.

While the Training Schools do not take the place of experience they certainly assist the beginners—but if there were more freedom between the professors and students—more individuality in work encouraged they would be of much
more value.

The Education Department giving so much attention to
the training of teachers and doing so much to make teaching a
profession, deserves great credit. It also makes the expense as
small as possible to the student, for no charge is made—not
even an incidental fee to cover examination outlays.

The professional work might be improved by de-
creasing the number of Model Schools. As long as there are so
many in one province a great number must necessarily be of
an inferior grade. Limit the number to about five in different
sections of the country so as to be convenient to all; place the best
men in the province at the head as lecturers on different sub-
jects; let the men divide their time among the various schools of two
or three cities or towns, taking notes of the methods observed,
and discussing the results in the students' classes. Above all make
the student realize that education is not in the perfection stage
and that he is to be one of the workers on this great problem. The
young teacher would not then go into the work with the idea that if his school reached the mark attained by the possible second grade Model School he attended, he was on the top rung of Pedagogical fame but he would rather feel the need of using all his brain power to develop the best in his pupils and himself.

The Normal and School of Pedagogy should have not only the best lecturers in the province but the best from other countries, because here the life certificates are granted and the very highest grade of talent in the international educational world should be sought. It is not enough for a man's horizon to be within the limits of his own province or state. He knows not the value of his own, until he has compared its merits and defects with others. Students should not seek to model their teaching lessons upon the plan of some particular professor but should form a plan of their own. Premium should be placed upon originality. After a few lessons have been taught upon the same subject by different ones the student
in training should be encouraged to discuss the methods employed recognizing the good as well as the defective points. or papers relating to the lessons taught might be read and criticized by them.

Finally comparing the school system of 1850 with the present one, with all its defects (and probably the Ontario system has no more than others) it is assuredly far from a failure and has been of incalculable benefit to the country as a whole, to which the general intelligence of the citizens is ample testimony. In the hands of thoroughly learned, conscientious men time will no doubt remedy many of its faults for 'the thoughts of men are widening with the process of the sun.'

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<th>Salary Statistics</th>
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<td>Public Schools</td>
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<tr>
<td>Highest average salary paid to men</td>
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<td>Highest average salary paid to women</td>
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Lowest average salary paid to men $290 in Frontenac County
Women $204 " Haliburton "

High Schools

Highest salary paid Head Master $2500.
Average " " 1177.
Highest " Assistant Master 1700.
Average " " 904.

Total number attending Public School 461,996
High " 19,395

Average number of days taught in the year 205.

Teacher certificates in High School for 1890
Professionals with University Degree 288
from Department Examinations 164.

Average number of pupils to each Public School teacher is 56
" " High " 43.