

was in favour of first and second-class certificates being granted by the same Central Board of Examiners, acting by the authority and under the instructions of the Council of Public Instruction. One of the most objectionable features of our Public School regulations was the humiliating condition which made it necessary for a teacher every year to solicit at the hands of his trustees a renewal of his engagement. He trusted to see the time arrive when a man could teach a school, and at the same time retain his manhood. Mr. A. McAllister (Hamilton) said the third-class certificates of to-day were much more difficult to be obtained than the first-class certificates under the old county boards. He did not see the advantage of abolishing the third-class if the grades of the second-class were increased. In Hamilton the teachers had not to go a second time to the trustees, and he hoped it would soon be the case all over the Province. He agreed with the importance of having all Provincial certificates granted by a Central Board. Mr. Douglass (Orangeville) thought the form of appointment should not be for a certain time, but indefinitely with the power of giving notice to cancel the arrangement. Mr. Deacon was of opinion that the remedy should be applied to teachers of the first class, who had profited very little from the new School Act, while third-class teachers had profited largely. After further discussion, Mr. Crowe moved "That this Convention deems it desirable that in order to secure a third-class certificate a candidate should obtain thirty-three and one-third per cent. of the marks for each paper, and fifty per cent. of the aggregate number." He alleged that it was much more difficult for a pupil to obtain entrance into a High School than for his teacher to obtain a certificate. Mr. McAllister said he was not at all satisfied with the constitution of the present Central Board of Examiners. The present tone of examination papers did not fulfil the proper requirements. The present men turned out reminded him of Touchstone's ill-roasted egg—done all on one side. He should like to see a little less mathematics and a little more of English subjects. The papers on English grammar, history, and geography were generally excellent, but some of the questions put were as ludicrous as some of the answers which had been referred to. Mr. W. McIntosh moved in amendment, "That in the opinion of this Association the Council of Public Instruction should issue a regulation definitely giving Local Boards of Examiners the power of exacting a minimum of not less than fifty per cent. of the aggregate number of marks in the subject of arithmetic and grammar." The amendment was carried. Dr. Kelly, in moving a vote of thanks to Mr. Thorburn, expressed his conviction that the position of teachers would be better if it were generally more permanent. The vote of thanks was passed.

SCHOOL TAXATION.

Mr. D. J. McKinnon introduced the subject of "School Taxation" in a speech, as he had not been able to prepare a paper on the subject. He dwelt on the inequalities of taxation in the different school sections, the residents in a small section having to pay far more than those in a large section in order to obtain equally good teachers. He considered that where the Township Councils had power to divide the sections they should bear the burdens or equalize them. A system of Township Boards would be superior to the present system, but the people were opposed to Township Boards. There were many objections to the Township Board system. The most acceptable system would be equal taxation combined with local control. The people of the County of Peel had advocated the raising of the greater portion of the teachers' salaries by equal taxation, and there was a clause something to that effect in the new Act, but the provision was permissive, not compulsory, and was for a payment by the municipality to the school sections in proportion to the amount raised by the sections. There were also great inequalities in High School taxation, the County Councils generally making the place where the school was built a High School district, and so throwing upon it the cost of maintaining the High School. He thought the whole Province ought to bear the whole cost of the High Schools, though a larger percentage of taxation might fairly be laid on those within three miles of the school. Mr. W. W. Tamblyn believed that the people generally would be pleased to see the taxation equalized. Mr. R. McQuinn was in favour of each section supplying an estimate of the amount it would need, an equal rate being levied, and the amount called for paid. After some further discussion, a vote of thanks was passed to Mr. McKinnon, on the motion of Mr. McIntosh, who expressed his view that the Government grant should be distributed in proportion to the rate per dollar levied in the section. Mr. McKinnon moved "That the Municipal Council of each township should be required to levy upon all the rateable property of the municipality an equal rate from which to pay the local trustees of each school section a sum equal to two-thirds of the average salaries of teachers in such section during the year then last past." Carried. Mr. McIntosh moved, "That in the opinion of this Association the Public School Fund, legislative and municipal, should be distributed among school sections as follows: Half according to average attendance, and half in proportion to the rates of school taxation in the various sections." Mr. Little moved in amendment, "That the Legislative and Municipal grants be apportioned on the percentage of the average attendance compared with the number of enrolled pupils." The amendment was lost, and the resolution carried.

ADDRESS BY PRINCIPAL CAVAN.

Principal Cavan said he had chosen for the subject of his address, "The Teacher's love for his profession." The work of teaching was not, he was sorry to say, estimated at its true value by the community, which was the principal cause why so many teachers left the profession at the first fair opportunity. There was much to discourage the teacher, in the stupidity and perversity of his pupils, the low estimate too often placed on his work by the people, and the low salary paid him. To preserve his attachment for his profession the first requisite was that he should constantly seek to improve his qualifications for his work. This was not only to be done by acquiring a knowledge of those branches taught in our schools and seminaries, but by cultivating an acquaintance with the best methods of teaching. The teacher should never be content with the third or lowest grade of certificate, but should keep constantly in his view the very highest grade. Energy and per-

severance united with even moderate ability should secure even the highest certificate of qualification. While he should not allow his private studies to interfere with the duties for which he was paid, it would be found that a few hours devoted each day to mental improvement would add to his every-day capability for his work, and consequently to his success. Mental cultivation would add to his zeal for his work. The love which every teacher should have for his profession would arise mainly from the knowledge that he was engaged in a great and important work. The work of the teacher was of great importance to the community in some respects not directly moral, as, for example, it seriously affected the material interests of the people. He referred not only to the necessity of a preparatory Common School education for such men as doctors and engineers, but it was a well-established fact that the development of mind to the quickening of intelligence led to and insured success in all that constituted material well-being. Our prosperity as manufacturers, agriculturists, as men of trade and commerce, was inseparably bound up with the often obscure and ill-rewarded labours of the Common School teacher. Then the labour of the teacher had a great effect upon the political well-being of the community. While the moral element was of course the most important in this respect, it should properly be united with educational training. He believed, too, that though instruction in religious dogmas was not prescribed in our schools, yet the moral effect of the teacher's work was by no means insignificant. While he did not concur in the view that morality could be separated from religion, there was little doubt that the lessons taught in our schools had a decidedly beneficial effect upon the pupils, especially if these lessons were taught, as they should be, by men and women of good moral characters. He concluded by urging teachers to zeal and faithfulness in the great work in which they were engaged. The address was received with loud applause. Mr. Thorburn (Ottawa) moved, seconded by Rev. Mr. Grant, that the thanks of the Association be tendered the Rev. Principal Cavan for his address. The motion was unanimously carried.

Archbishop Lynch, in response to repeated calls by the audience, said that next to the labours of the divinely appointed ministers of God, he looked upon the teachers' work as the most important. They took the place of the parents to a very great extent, and, in that light, he had the greatest reverence for the instructors of the youth of our land. The great importance of instructing children even in such elementary studies as reading and writing was best seen in the great loss felt by those who were unable to read and write. The moral effects of such studies as natural philosophy, astronomy, chemistry, &c., were very great, in giving children grander and more extended ideas of their Creator. The true teacher, who felt the important character of his profession, would exercise a very great effect on the community by his character and example. Referring to the inadequacy of teachers' salaries, he said that he believed if those rich people who left large sums to found chairs in philosophy, &c., in our universities, were to leave their money to the superannuated teachers' fund, they would be doing more good.

RECEPTION OF DELEGATES.

Several delegates gave brief verbal reports of the state of their respective local associations, which in general showed that the various teachers' institutes, &c., were in a flourishing and progressive condition, there being a total membership of 1,254 reported.

BOARD OF DIRECTORS.

Mr. McMurchy moved, seconded by Mr. D. Johnson, "That the Board of Directors of the Association be constituted as follows: A President, three Vice-Presidents, a Recording Secretary, a Corresponding Secretary, a Treasurer, and the three standing committees of the three sections of the Association. The Vice-Presidents shall be the Chairmen of each of the three standing committees in the following order: Public School Masters, Inspectors of Public Schools, and High School Masters, and changing each year in the same order." Carried.

PUBLIC SCHOOL PROGRAMME.

At a session of that section of the Association devoted to Public School work, a discussion took place on the programme for Public Schools. Mr. Campbell moved, seconded by Mr. Coates, "That in the opinion of this Branch of the Association, the Council of Public Instruction would act in the interests of education by curtailing the subjects taught in the Public Schools, and also improving and modifying the limit table so that it may become practical in classes in grade schools in cities, towns, and rural districts. Mr. Dickenson moved in amendment, seconded by Mr. Boyle, "That we think the Council of Public Instruction should prescribe the subjects of study and the amount of work to be done in each, and that a little more discretion should be allowed teachers, especially in rural schools, as regards the subjects to be taken up; also, in the amount of time to be devoted to each subject in each session, according to the varying circumstances of the schools. Mr. S. McAllister moved in amendment to the amendment, seconded by Mr. Moran, "That the subjects of Chemistry and Christian Morals be left out of the Fourth-class programme, and that the time be given to bookkeeping, grammar, and spelling; that the subjects of Civil Government and Agriculture be left out of the Fifth-class programme, and that the time be given to spelling, composition, and grammar." These motions were severally voted down, and the following one carried: Moved by Mr. J. Irwin, seconded by Mr. Beatty, "That Messrs. McAllister, Campbell, Dickenson, Johnson, Moran, Boyle, and Irwin be a committee to consider the programme, and to report needed changes at to-morrow morning's session."

THE NEXT ANNUAL MEETING.

Mr. Alexander, for the Committee appointed to consider the advisability of changing the time of the annual meeting, reported that the Committee were not in favour of changing the time. The Report was adopted. Mr. Thorburn moved, seconded by Mr. Platt, "That with a view to excite additional interest in educational affairs in the Eastern part of the Province, the next annual Convention of the Association be held in the city of Ottawa. Mr. Thorburn spoke in favour of the motion. Those in the Eastern part of